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AN EXAMINATION OF INTRAORGANIZATIONAL CONFLICTS WITHIN PENITENTIARIES AND THEIR IMPLICATIONS FOR THE SELECTION, TRAINING AND DEVELOPMENT OF STAFF

by

© VAUGHN HAROLD ALWARD

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IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

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External Examiner

Date . 25 June 1982. . . .

DEDICATION

This dissertation is dedicated to the former Chief of Staff Training, Canadian Penitentiary Service, Mr. R. W. Cunningham, my superior, my mentor and my role model.

ABSTRACT

The object of the study was to analyse the potential for intra-organizational conflict that existed between security and treatment staff in correctional instituitions of the Correctional Service of Canada, (CSC).

Conflict has been studied from various standpoints. In order to provide a theory base for this study, the individual was viewed in his specific role through role theory, the structure of social relations through conflict theory, and the system of interrelationship through systems theory. Thus, through these major theoretical explanations this study focuses on the treatment - security conflict.

The research data were collected from 255 security and treatment officers in three Alberta area Institutions of the Prairie Region, CSC. This sample included officers employed in maximum and medium security institutions.

Four instruments used in the study were:

(1) Survey of Characteristics of CSC Staff (Prairie Region),

(2) Objectives of the Correctional Service of Canada,

(3) Edwards Personal Preference Schedule (EPPS) and,

(4) Vocational Preference Inventory (VPI).

The Survey questionnaire was designed to provide basic demographic data regarding respondents' background. The objectives of the CSC instrument was used to assess the

respondents acceptance of the objectives of the Service, as defined by Management. Each respondent was asked to complete the EPPS which provided a psychological profile and the VPI which indicated vocational preferences.

The analysis of differences between security and treatment staff on test instrument characteristics employed the t - test. Where the F ratios proved to be statistically significant, the implied differences were investigated further by the application of the Scheffe method of posteriori comparisons. A .05 level of significance was used to reject the null-hypothesis.

An analysis of the data collected by the questionnaire revealed two main areas of useful comparisons: the amount of time in the Service and education were found to be most discriminating. The treatment group had longer service and higher education while the security group was slightly older.

The objectives of the CSC drew strong acceptance from both treatment and security respondents. However, significant differences did appear in objectives dealing with personnel administration and research. There was no evidence that higher education resulted in greater acceptance although long service did correlate with reduced acceptance.

The third instrument revealed few differences in vocational preferences between the treatment and security groups. The respondents did, however, show strength on

scales normally associated with their roles.

The final instrument showed few differences in each groups hierarchy of psychological needs. Other characteristics such as length of service and education did not appear to have an appreciable influence on needs.

In relation to the central problems addressed by the study: (1) there are few significant differences in the hierarchy of psychological and preference needs between treatment and security staff, (2) there are few significant changes in needs with increased service, (3) the treatment and security staff do express a bias toward role related variables, (4) the CSC does hire staff with characteristics compatible with their roles.

Based on these findings it appears that the potential for a security - treatment conflict within the CSC is superficial and could be classified as a healthy rivalry which is not dysfunctional in allowing the system to meet its objectives. It is important to note that significant differences were indeed found; however, these differences were not of an order which would justify any fundamental change. Therefore, no corrective action is recommended in the areas of staff recruitment, training and development.

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I would be remiss were I not to mention the help of Mrs. Chris Prokop, who wrote the computer programme permitting the analysis of the data.

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TABLE OF CONTENTS

	Page
LIST OF TABLES	xiii
LIST OF FIGURES	xv
CHAPTER I. INTRODUCTION	1
DEFINITION OF TERMS	3
Inmate	3
Institution	4
Canadian Penitentiary Service	4
Officers	4
Institutional Head	4
THE PROBLEM	4
STATEMENT OF THE PROBLEM	6
ASSUMPTIONS	7
DELIMITATIONS	7
LIMITATIONS	8
ORGANIZATION OF THE STUDY	9
CHAPTER II. LITERATURE REVIEW	10
MINISTRY OF THE SOLICITOR GENERAL	10
CORRECTION SERVICE OF CANADA	12
STAFF TRAINING IN THE CANADIAN PENITENTIARY SERVICE/CSC	20
Job Classifications	22
Recruitment	24
THE CORRECTIONAL SERVICE OF CANADA	26
ORGANIZATIONAL THEORY	29
Conflict Theory	33
Systems Theory	42
Role Theory	49

Page

THE CONCEPTUAL FRAMEWORK 56
Conflict Theory 57
Systems Theory 57
Role Theory 58

CHAPTER III. METHODOLOGY 60

SUBJECTS 61

PROCEDURE FOR DATA COLLECTION 63

SURVEY INSTRUMENTS 64
Edwards Personal Preference Schedule (EPPS) . . 64
Vocational Preference Inventory (VPI) 69
Survey of Characteristics of CSC Staff 71
Treatment and Analysis of the Data 72
The Statistical Package for the Social Sciences (SPSS) 72
Study Purposes 72

RESEARCH QUESTIONS AND HYPOTHESES 73
Demographic Differences (Questionnaire) 76
Objectives of the CSC 78
Vocational Preference Inventory 79
Edwards Personal Preference Schedule 81

CHAPTER IV. FINDINGS 83
Survey of Characteristics of CSC Staff 84
The Objectives of the CSC 96
The Vocational Preference Inventory 99
The Edwards Personal Preference Schedule 101
Summary 101

CHAPTER V. ANALYSIS AND INTERPRETATION OF DATA . . . 105

STUDY QUESTIONS 105

PROCEDURES 106

DEMOGRAPHIC CHARACTERISTICS EXAMINED 106
Research Hypothesis 107

OBJECTIVES OF THE CSC 111
Research Hypothesis 111

VOCATIONAL PREFERENCE INVENTORY 119
Research Hypothesis 119

Page

EDWARDS PERSONAL PREFERENCE SCHEDULE 121
Research Hypothesis 124

SUB-PROBLEMS 125

SUMMARY OF DISCUSSION AND FINDINGS 131
Survey of Characteristics of CSC Staff 132
Objectives of the CSC 134
Vocational Preference Inventory 135
Edwards Personal Preference Schedule 137

DISCUSSION OF IMPLICATIONS 138

CHAPTER VI. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS 141

SUMMARY 141
The Problem 141
The Literature 142
The Procedure 143

CONCLUSIONS 145
The Findings 145

RECOMMENDATIONS 147

REFERENCES 150

APPENDIX A. ORGANIZATION CHART - MINISTRY OF THE SOLICITOR GENERAL 161

APPENDIX B. ORGANIZATION CHART - THE CORRECTIONAL SERVICE OF CANADA 163

APPENDIX C. ORGANIZATION CHART - PRAIRIE REGION . . . 165

APPENDIX D. CAREERS ADVERTISEMENT 167

APPENDIX E. PACKET SENT TO RESPONDANTS 169

APPENDIX F. CODING OF COLLECTED DATA 190

APPENDIX G. LIMITING THE NUMBER OF COMPARISONS AND SUPPORTING TABLES 193

LIST OF TABLES

Table		Page
1.	Coefficients of Internal Consistency and Stability for the EPPS Variables	67
2.	Summary of Response Rate and Usable Responses of Subjects by Institution and Classification	84
3.	Distribution of Staff Based on Classification and Time in Classification	86
4.	Distribution of Staff Based on Classification and Time in CSC	87
5.	Distribution Between 3 Months or Less and More Than 3 Months Service	88
6.	Distribution of Age Groups by Classification . . .	90
7.	Distribution Within Age Groups by Institution . .	91
8.	Distribution of Previous Employment by Classification	93
9.	Distribution of Educational Levels by Classification	94
10.	Distribution of Marital Status by Classification	95
11.	Analysis of Variance for Objectives of the Correctional Service of Canada by CX and LU Staff	97
12.	Analysis of Variance for Vocational Preference Inventory by CX and LU Staff	100
13.	Analysis of Variance for Edwards Personal Preference Schedule by CX and LU Staff	102
14.	Summary of T-Test of Significance Between CX and LU for Demographic Characteristics . . .	108

Table | Page

15. Comparison Between Acceptance Means of Objectives of the CSC by CX Staff by Educational Level 113

16. Comparison Between Acceptance Means of Objectives of the CSC by LU Staff by Educational Level 114

17. Significant Differences Between CX Staff Undergoing Induction Training and Staff Working in Institutions 116

18. Significant Differences Between LU Staff Undergoing Induction Training and Staff Working in Instutions 117

19. Significant Differences Found in Both CX and LU Groups Undergoing Induction Training and Working in Instutions 118

20. Comparison of VPI Means of CX Staff by Educational Levels 122

21. Comparison of VPI Means of LU Staff by Educational Levels 123

22. Comparison of EPPS Means of CX Staff by Educational Levels 126

23. Comparison of EPPS Means of LU Staff by Educational Levels 127

24. Hierarchy of Preferences for CX and LU Staff Based on the Vocational Preference Inventory 129

25. Hierarchy of Needs for CX and LU Staff Based on EPPS Results 129

LIST OF FIGURES

Figure		Page
1.	The Functioning of a System	48
2.	Illustration of Role Set	52
3.	General Model Showing the Organizational and Personal Dimensions of Social Behaviour	54
4.	The Interplay Between Role and Personality in a Behavioral Act	55

CHAPTER I

INTRODUCTION

Since the British North American Act of 1867 united the Provinces of Canada, New Brunswick and Nova Scotia, the federal government has been authorized, under the Distribution of Legislative Powers, to undertake "The Establishment, Maintenance, and Management of Penitentiaries." (Dawson, 1970:523) The first Penitentiary Act was passed by Parliament in 1868. It was written in order to provide the legal authority for the continued operation of three existing provincial penitentiaries: at Kingston, Ontario; at Saint John, New Brunswick; and at Halifax, Nova Scotia.

The penitentiary, as opposed to other forms of detention, was introduced in 1789 by the American Quakers. Penitentiary Houses were established in England shortly after. Therefore, it was this American Model via Great Britain, which served as a foundation on which the new Canadian system was built. The prison reformer John Howard recommended to the British Parliament of the day that separate confinement, coarse diet, and hard labour, among other things, be accepted as universal standards. In Canada these standards did not always prevail. For example, the earliest record of convicts being employed occurred in 1835 when six Kingston inmates were used to cut stone blocks

for the construction of the Penitentiary (Canada:1980). By the latter part of the 19th century a limited form of employment programme had been established. This, it appears, was the genesis of modern treatment methods which attempt to teach skills, good work habits and so on. Up until this time the work of the chaplains and in some cases teachers, instructing the three R's, represented the only effort made by the penitentiary system to correct the offender. Of course, in the eyes of many, correction could be achieved through the punishment provided by long periods of incarceration and the accompanying time for introspection. However, as the division of labour continued to evolve the treatment component, which provided corrective programmes, and the security component, which provided control, each became more specific and specialized. Staff were eventually recruited with their future roles specified. Therefore, it is now commonplace to have most staff classified according to their position within either the treatment or the security groups.

Rare is the Penitentiary in Canada today where the security function is stressed to the exclusion of treatment. Indeed, equally as rare is a Penitentiary which concentrates exclusively on treatment; otherwise it could scarcely be labelled a prison. The existence of these two goals within the same institution does, however, create a paradoxical situation which forces the front line Corrections Officer (CO) into difficult situations. For example, conformity to

the ideals of one group will automatically place the individual CO in conflict with his fellows who are employed to advance the objectives of the other group. This conflict between divergent philosophical and operational positions may be labelled as the "treatment custody role conflict." It is this thorny problem which this study addressed. Alexander (1976:23) provides a fitting summary in the following quote:

> Society's offenders have been dealt with in many ways. Until recent times, historically speaking, punishment was harsh; criminals were exiled, enslaved, tortured, mutilated, and executed. The use of imprisonment as a method of treating the offender is relatively new, dating back no farther than the last quarter of the 18th century. Of course, jails, lockups, and places of detention of various kinds have been in existence for hundreds of years. But it was only 200 years ago that they were used for anything other than places of detention for offenders awaiting a harsher kind of punishment.

DEFINITION OF TERMS

The following are the terms and their definitions that apply to this study so that the reader may better understand their usage. Most of the interpretations are taken directly from the Penitentiary Act 1960-61 (Canada: 1970) or the Penitentiary Service Regulations (Canada:1962).

Inmate. Means a person who, having been sentenced or committed to penitentiary, has been received and accepted at a penitentiary pursuant to the sentence, (the terms convict and inmate are used synonymously).

Institution. Has the same meaning as penitentiary . . . a penitentiary means any institution or facility of any description that is operated by the Service for the custody, treatment or training of persons sentenced or committed to penitentiary.

Canadian Penitentiary Service. The C.P.S. plus the National Parole Service were united to form the Correctional Service of Canada (CSC). The legality of this change is questionable since the Penitentiary Act of 1960-61 has never been amended to reflect this change in title.

Officers. All penitentiary staff, including security (CX) and treatment (LU) groups, are classified as "peace officers" (Canada:1971:4).

Institutional Head. Has the same meaning as Warden or Director and means the officer who has been appointed to be in charge of an institution.

THE PROBLEM

The division of labour based on role between units within an organization is in theory a rational move consistent with common practice in business and industry. Intuitively, it would appear that a logical separation should exist between the security role (CX) and the treatment role (LU) within correctional institutions. Indeed,

the organization chart for CSC (Appendix B) reflects the application of this principle for the security staff reports to the Deputy Commissioner Security and the treatment staff to the Deputy Commissioner Offender Programs. Ideally each group should be free to perform their role to the best of their ability without interference. In actual practice, however, this concept appears to encounter formidable difficulties.

Due to factors such as the differences in value orientation, educational background and goals regarding the causes of delinquency and the role of the CSC these groups are in conflict. This conflict manifests itself in a spirit of competition between the groups. Each group attempts to promote its ideology and thus control the institution and its operational practices and policies.

The conflict which arises from the organizational structure and staff group characteristics contribute to three categories of problems:

(1) The results of staff conflict frequently damage rather than help the inmate because he has time, and frequently the intellect, to shrewdly evaluate the conflict, detect weaknesses and proceed to exploit the situation to his own ends. This manipulative behaviour is frequently successful, thus encouraging the inmate to employ the same divide and conquer technique wherever he goes.

(2) Intraorganizational conflict impinges directly upon the major tasks of the institution; staff members who fail to interact and communicate are incapable of directing their energies toward the goals of the Service.

(3) Thirdly, conflict within an organization will make change more difficult; each group is suspicious that the other group is promoting change which will enhance their power and influence at the expense of their adversaries.

There are many other shared problems within the organization which may develop into conflicts from time to time. an example of such a problem could be the competition over the selection, training and retention of competent staff for various groups.

Statement of the Problem

Many aspects of interogranizational conflict needs to be investigated within the CSC such as: central office vs field office, management vs unions, professional vs non-professional or staff vs inmates. However, this study was limited to an investigation of the potential difference between treatment (LU) and security (CX) staff in Correctional Service of Canada institutions in respect to their background, loyalties, personalities and preferences.

The following sub-problems were addressed:

(1) Is there a difference in the hierarchy of personal needs between security and treatment staff?

(2) Does the hierarchy of personal needs change as the length of service increases?

(3) Are security staff and treatment staff placed in jobs consistent with their preferences?

(4) Is the potential for conflict inherent in the individuals performing the roles?

(5) Does the CSC hire people with characteristics which are compatible with the role requirements?

(6) Do inconsistencies in organizational goals create role conflicts?

ASSUMPTIONS

For the purposes of this study it is assumed that all respondents answered honestly and objectively, and that all responses were given without pressure or intimidation by an individual within an identified correctional institution.

DELIMITATIONS

The focal points of this study concentrate upon the conflict between treatment and security staff within institutions of the Correctional Service of Canada. In

order to make the investigation of this intraorganizational relationship manageable it was necessary to limit the scope of the study to maximum and medium security institutions located in Alberta. This study was delimited to the investigation of one facet of intraorganizational conflict, i.e. the interaction between CX and LU staff. This dichotomy should not be confused with the conflict between professional and non-professional staff; rather this study concentrated on correctional staff employed at essentially the same level on the hierarchy but with quite different roles.

LIMITATIONS

This study was limited to the information which could be drawn from four test instruments, namely a questionnaire to determine demographic characteristics, "Objectives of the CSC" to assess loyalties, the Vocational Preference Inventory (VPI) and the Edwards Personal Preference Schedule (EPPS). Generalizations drawn from this study should be limited to correctional services using the living unit model of staff deployment. Systems with other organizations, recruitment methods and standards, training and staff development procedures may show different characteristics and suggest fundamentally contrary conclusions.

ORGANIZATION OF THE STUDY

This study report is organized into six chapters and several appendices.

The major elements of the first chapter consist of an outline of the evolution of treatment in Canadian penitentiaries, definition of terms, the problem to be studied, the three problem areas, and six sub-problems.

The second chapter is entitled "Literature Review," and outlines the history of the CSC together with a compendium of the most useful conflict theories, systems theories and role theories.

The sections entitled selection of institutions, selection of subjects, selection and development of instruments and collection of data plus hypothesis and research questions constitute the third chapter.

The fourth chapter entitled "Findings" concentrates on presenting the data drawn from the questionnaire and test instruments.

Chapter Five covers the analysis and interpretation of data. It presents the findings, makes comparisons, and points out significant relationships.

The final chapter, "Summary, Conclusions, Findings and Recommendations," contains a summary of the study, conclusions based on the literature and recommendations for further research.

CHAPTER II

LITERATURE REVIEW

This chapter covers the organization and structure of the Correctional Service of Canada. In addition, all of the relevant theory is reviewed with a concentration on theories which have an application in this study. Hence this chapter deals with the evolution and organization of the CSC, conflict theory, systems theory and role theory.

MINISTRY OF THE SOLICITOR GENERAL

The penitentiary system in Canada has recently undergone many changes, not the least of which has been an organization and management change which integrated the Canadian Penitentiary Service and the National Parole Service in 1977. This union has resulted in the formation of a new organization which is known as the Correctional Service of Canada (CSC). The Ministry is made up of three distinct components -- the Secretariat, the Royal Canadian Mounted Police, and the Correctional Service of Canada. The Solicitor General also reports to Parliament for the National Parole Board.

The development and co-ordination of Ministry policy is the responsibility of the Secretariat. The

Deputy Solicitor General is responsible for the Secretariat and he is accountable to the Solicitor General of Canada, who in turn is accountable to Parliament. The official organization chart for the Secretariat of the Ministry is included in Appendix A.

The Commissioner of the Royal Canadian Mounted Police reports directly to the Minister as the head of the National Police Force. In practical terms, this means that laws made by, or under the authority of, the Federal Government are enforced by the Royal Canadian Mounted Police in all provinces and territories of Canada. The enforcement of the Criminal Code of Canada, and the administration of justice within the provinces, are the responsibility of the provincial governments. The Royal Canadian Mounted Police enforce criminal and provincial laws under contract within all provinces except Ontario and Quebec who maintain their own provincial police forces.

The Head of the Parole Service is the Commissioner of Corrections. The Service differs from the National Parole Board in that the Board is a quasi-judicial body which rules on applications for parole. The Service is concerned with securing information for the Board, supervision of parolees and community relations.

Finally, the Correctional Service of Canada is the agency charged with confining those convicted of breaking the laws of the land and sentenced to a term of two years or more (less than two years is a provincial concern). Of

course the responsibility does not stop simply with confinement. The raison d'etre of the Canadian Penitentiary Service is the successful reintegration into society of the law-breaker following incarceration (see Organizational Chart for CSC, Appendix B). It is important to note here that the separate roles of the Parole and Penitentiary arms are now being de-emphasized in favour of a unified CSC with a penitentiary and parole function.

The intent of combining the police, penitentiary and parole functions is to ensure a co-ordinated system which is often called the criminal justice system. There are obvious gaps in the system. For example, the judiciary is not accountable to the Minister, nor are provincial correctional systems and police forces. However, the Ministry of the Solicitor General does play an important co-ordinating role in the maintenance of law, order and internal security of the Nation.

CORRECTIONAL SERVICE OF CANADA

The British North America Act specifies that the establishment, maintenance and management of penitentiaries would be the responsibility of the Federal Government. As stated earlier, this mandate was initially met by three penitentiaries already in existence in the four provinces which first constituted Canada. They were located at Kingston, Ontario; at Saint John, New Brunswick; and at

Halifax, Nova Scotia. The latter two were returned to provincial control following the construction of the Maritime Provinces Penitentiary at Dorchester, New Brunswick in 1880. As the nation developed, the penitentiary system expanded with the addition in 1873 of St. Vincent de Paul Penitentiary for Quebec; in 1876 Stony Mountain Penitentiary for Manitoba; in 1878 British Columbia Penitentiary at New Westminster, and in 1911 the Saskatchewan Penitentiary at Prince Albert, Saskatchewan. It is also interesting that a penitentiary was opened in Edmonton, Alberta in 1906 but was closed as a federal institution in 1920. All of these penitentiaries remain in use today with the exception of British Columbia Penitentiary which was closed on May 10, 1980. There are now 59 institutions throughout Canada of various security levels (Canada:1981).

Even though the very name "penitentiary," inspired by the American Quakers, would suggest reform or change for the better resulting from the opportunity, provided by confinement, to reflect and contemplate one's past misdeeds, this is not a function which has ever been readily observable in correctional institutions. Conditions have, however, improved over the years in the CSC expecially after the Second World War. Use of the ball and chain was discontinued in 1933 when inmates employed in workshops were given an opportunity to exercise unfettered in the fresh air one half hour per day. Visiting and correspondence

regulations were relaxed; however, these changes did not forestall the unrest which exploded into a number of riotous disturbances. Violence and disruption affected St. Vincent de Paul Penitentiary, Kingston Penitentiary and Manitoba Penitentiary all in the early 1930's. The disorders resulted in considerable property damage and some loss of life.

The government of the day reacted by appointing a Royal Commission to investigate the Penal System of Canada. This Commission published a report (Archambault Report, 1938) which was to have considerable impact on the evolution of the Service over the following several decades. This report was a turning point in Canadian corrections. Its eighty-eight recommendations remain the foundation for much of the present policy and practices (Canada:1977b). Archambault stressed that rehabilitation was the key to future progress:

> There should be a thorough and complete revision of the penitentiary rules and regulations based on the principles contained in this report, with special regard to (a) the protection of society, (b) the safe custody of inmates, (c) strict but humane discipline and (d) the reformation and rehabilitation of prisoners (Canada 1977b:4).

The British system of rehabilitation was regarded as more progressive; thus it was regarded by the Commissioners as a model to be emulated. Changes, such as more sports activities and increased educational opportunities, were encouraged; rules of silence were

abolished; some community involvement, through groups such as Alcoholics Anonymous and Dale Carnegie were introduced; radio was more accessible and hobby activities were all considered to be of rehabilitative value, and made part of the programmes.

The authors of the Archambault Report of 1938 could not be classed as idealistic humanitarians, as they also considered the economic and social implications on the system:

> Entirely apart from humanitarian grounds, and from a purely economic point of view, and for the eventual benefit of society, the task of the prison should be, not merely the temporary protection of society through the incarceration of captured offenders, but the transformation of reformable criminals into law-abiding citizens, and the prevention of those who are accidental or occasional criminals from becoming habitual offenders (Canada:1977b:2)

The report goes on to consider how to transform their conceptualization of the solution into reality. The authors were astute enough to realize that reforms cannot be implemented without the co-operation and support of a well trained and committed staff, a concept which has not always been adhered to since. Archambault (Canada:1977:4) said, "Training standards should be raised to the British level (or that of the Royal Canadian Mounted Police), salaries should go up, . . . " This statement would have a familiar ring to anyone who has read the Parliamentary Sub-committee Report on the Penitentiary System in Canada 1977). In order to facilitate this upgrading, the

Commission recommended the establishment of a staff college.

In summary, the Archambault Commission was asked to review the development of the federal prison system in Canada from Confederation to 1936. It found the system was not providing the type of service expected; therefore, it recommended a series of reforms based on a belief that rehabilitation was possible.

The Fauteux Commission of 1953 was appointed to inquire into the principles and procedures followed in the Remission Service of the Department of Justice. The Commissioner gave this mandate a very broad interpretation and submitted a report containing forty-four recommendations some of which had implications for Penitentiary reform. Like the Archambault Commission, it was basically optimistic about the merits of a system which focuses on reform and rehabilitation as evidenced by the following quote: ". . . in general terms, it may be said that persons who violate the criminal law are persons who have been 'damaged' in life's process of growing up." (Canada: 1977b:7). Hence the need for treatment.

Even though the Archambault Report was published in 1938, the Second World War and subsequent recovery period forced a delay in many reform measures. Change had to wait for the appointment of a new Commissioner of Penitentiaries. The appointment of Allen J. MacLeod, Q.C., in 1960 signalled the introduction of large scale modifi-

cations to programmes, under the authority of a new Penitentiary Act 1960-61 (Canada:1970), including an unprecedented building programme. It is important to note that the new construction included new staff colleges at Kingston, Ontario and at St. Vincent de Paul, Quebec. His intent was to quickly phase out the old penitentiaries, built shortly after Confederation, and replace them with a system which could meet the needs of a rehabilitation-oriented service.

In order to implement this philosophy of a more treatment-oriented approach to incarceration, MacLeod redeployed the human and financial resources of the Service. It followed that most institutions, especially medium security, eventually established a Living Unit Programme. This approach encouraged interpersonal relationships between staff and inmates. Newer institutions being designed and constructed from this point on, also provided a physical envionment which allowed inmates to live in small self-contained units supervised by Living Unit Officers (LU's). In the older penitentiaries, ranges of cells were sub-divided into units and treated as Living Units from a treatment and security point of view in much the same way as the newer institutions conducted their treatment-oriented Living Unit programmes.

MacLeod's successor, P. A. Faguy, was also committed to the ideal of rehabilitation as evidenced by a lecture given to senior officers of the Service on

January 10, 1972 shortly after his appointment:

> The philosophy of corrections surely, no matter how you want to look at it, is rehabilitation even though this work has been much maligned . . . And yet, I for one will insist that our philosophy is one of rehabilitation which can be defined in our own words as one of return to society of a citizen capable of living within the normal legal bounds which are accepted by the normal law abiding citizens (Canada:1972).

Even while Commissioner Faguy was speaking, it was obvious that he was out of step with reality for the winds of change were blowing. Indeed, several years previous to 1972, the Ouimet Report of 1969 had expressed some doubt regarding continued emphasis on rehabilitation, especially in a prison setting. Several decades of experience had shown flaws in the model as conceived by Archambault and Fauteux, the most noticeable weakness being no reduction in recidivism.

In spite of differences in philosophy, it appears fair to say that Archambault, Fauteux and Ouimet all saw the goals of the prision system as the protection of society by way of deterrence, segregation and rehabilitation. A more concise statement on the goals of the Service is difficult to find.

Since Ouimet, the prison system has had to come to grips with the growing amount of evidence which supports the notion that rehabilitation is not working. A change in the bureaucratic structure of the Ministry referred to earlier, has brought the matter to a head.

In 1973 a task force was appointed and given the mandate to develop and implement an integrated Canadian Correctional Service which would include the Canadian Penitentiary Service and the National Parole Service. This task force published a report for Commissioner Andre Therrien in January, 1977 which faces squarely the question first introduced by Ouimet in 1969. The task force has suggested that modified goals are more realistic, and the treatment model employed since 1938 should be scrapped in favour of a program opportunities model:

> The Program Opportunities Model of corrections does three things: it makes the offender responsible for changing his own conduct, it provides Federal Corrections with a realistic goal rather than an unattainable goal of changing the offender's behaviour, and it does not lead the public to believe that Federal Corrections can resolve the problem of crime (Canada:1977:34).

The principle of the Hegelian dialectic could be applied to corrections in Canada. The original penitentiary system was characterized by the authoritarianism of the puritan Quakers; however, with the Archambault Report and subsequent reforms came a humanitarian approach, a thesis followed by an antithesis. The present epoch is one where idealism is giving way to the Program Opportunities Model or the synthesis. This last stage incorporates features of both thesis and antithesis plus some new insights which likely represent the Correctional Service of Canada policy of the future.

STAFF TRAINING IN THE CANADIAN PENITENTIARY SERVICE/CSC

In response to a recommendation of the Archambault Report, Major-General R. B. Gibson, Q.C., Commissioner of Penitentiaries in 1947, initiated a staff training programme. The courses were first conducted at the Royal Canadian Mounted Police Training Depot at Rockliffe, Ontario. This was the first centralized training programme for penitentiary staff in Canada.

In 1951 the Department of Justice purchased a property in Kingston, Ontario known as "Calderwood." The mansion on the property was converted into a college, and the bulk of the centralized training for the Service was conducted at that location until 1964. Two new staff colleges were constructed in the mid 1960's; one adjacent to Calderwood and the second near St. Vincent de Paul Penitentiary in a community presently known as Laval, Quebec. A third college was established at New Westminster, British Columbia in what was formerly the Warden's residence. The system was not altered until 1974 when the Edmonton Staff College was added, resident in a leased building formerly known as Holy Redeemer College, to meet the needs of the Prairie Region. The last expansion came in 1976 with the Atlantic Region receiving its college located at Memramcook, New Brunswick.

While the 1970's were years of decentralization

with the establishment of regional administrative offices and training colleges, the trend in the 1980's appears to be a return to centralized training in the Kingston and Montreal areas. In 1980 the Atlantic Region Staff College closed. Both the Prairie and Pacific colleges were moved to smaller facilities in 1981 when induction training for CX COF and CX LUF staff was moved to Kingston for anglophones, and to Laval for francophones. The rationale for this move is the need for standardized training and the need for tighter administrative control over training from National Headquarters in Ottawa.

A clear-cut statement of philosophy for training within the Canadian Penitentiary Service is difficult to find. However, there has been much support within the Service for the position taken in the following quote from former Commissioner MacLeod:

> I would say that the system cries out for a program of staff development, and this can only occur over three, six, nine, twelve years. However, the program of staff development should be laid down so that an officer who comes in, shall we say, as a correctional officer 1 and who is prepared to apply himself can look forward to a career in the Penitentiary Service and perhaps ultimately go to the very top, one day be the Commissioner of Penitentiaries (Canada:1977:43).

This statement represents an ideal which has yet to be realized. The failure of the system to develop its own leaders is evidenced by the fact that senior positions in the Service are consistently filled by parachutists

from other government departments; whereas the Royal Canadian Mounted Police, for example, consistently fill senior positions from within the Force. The CSC has never had a Commissioner who has come up through the ranks. The staff colleges on the other hand have been involved in staff orientation training rather than continuing staff development which could correct this weakness.

Job Classifications

There are three categories of correctional officers who are primarily concerned with the security of the institution: Correctional Officers (CX-COF) 1-2, (CX-COF) 3-4, and (CX-COF)5-6. CX-COF 1-2's are at the same level, only the CX-COF 1 is employed in a medium security institution whereas the CX-COF 2 is employed in a maximum security institution. This difference is reflected in pay levels. The maximum security staff receive more pay because of the added danger associated with being exposed to inmates who require the higher levels of security. At the time this study was conducted on 01 April 81, the CX-COF 1 received a starting salary of $16,922.00 whereas the CX-COF 2 received $17,455.00. There is a similar pay difference between the 3 and 4 level, the next higher level of responsibility. Again, the CX-COF 3 is in medium security and the CX-COF 4 is in maximum security, and the CX-COF 5 is in medium security with the CX-COF 6 in maximum security. This group is normally referred to as the CX group rather

than the more complete CX-COF.

The next group is the Living Unit Officers (CX-LUF) group. Although these employees are also concerned with security, there is a difference. Where the CX-COF staff wear uniforms and man armed posts, the CX-LUF staff are in civilian clothing and work directly with the inmates in a counselling relationship. They are more involved with treatment programmes and less concerned with the more visible security activities. Where these staff members are in constant contact with inmates and have treatment programme responsibilities, they are considered worthy of more pay, i.e. starting pay for CX-LUF 1 is $20,382.00. Therefore, the move from CX staff to LU staff is considered a promotion by many, at least from a pay standpoint.

The concept of a "counselling relationship" is frequently misunderstood by not only those who seek to understand the functions of the CSC from the outside, but those who work within the system. The following definition is provided by the American Correctional Association, an organization which has established standards accepted by the CSC:

> Counseling is a relationship in which one endeavors to help another understand and solve his problems of adjustment. It is distinguished from advice or admonition in that it implies mutual consent. As the term has come to be used in working with offenders, counseling encompasses the personal and group relationships undertaken by staff. It has as its goals either the immediate

> solution of a specific personal problem or a longrange effort to develop increased self-understanding and maturity within the offender (Manual of Correctional Standards:1974:422).

Recruitment

All recruitment is accomplished through Canada Employment and Immigration (CE&I) by the individual institutions which require staff. In areas of the country such as Springhill, Nova Scotia, where unemployment is high, a penitentiary may represent the only chance for stable employment. In such a geographical area potential Correctional Officers frequently find out about positions through word of mouth. Officially, however, public notification is provided through newspaper advertisements and posters in post offices and other federal public buildings.

The majority of new staff are recruited as Correctional Officers (CX-COF) 1; however, some are hired directly from the CE&I as Living Unit Officers (CX-LUF) 1 where suitable applicants cannot be found and promoted from the CX staff.

The advertised recruitment requirements for Correctional Officers and Living Unit Officers are quoted from the Edmonton Journal (February 11, 1982):

> Perhaps you are well on your way into a career, but want to try other work. Or you are thinking of starting a career. There's an opportunity for male and female Correctional Officers in federal institutions. We are seeking dedicated,

> well-qualified persons to join our security force. The work is demanding, requiring patience, an ability to relate well to people, and answer emergencies calmly. Career planning is encouraged, supported by training in the Service's staff colleges before assignment to duties in an institution.
>
> If you are interested in a different working environment, we can offer you salaries starting at $19347 as a custodial officer with regular increments to $25177, at levels one and two, or $23302 as an officer working with inmates in the living units, increasing to $27052, complete sick and pension benefits, full uniform, and annual and statutory leave. Advancement, through career progression, can take you higher into the correctional group, or other positions in the Service (Appendix D).

Selection procedures vary from region to region and institution to institution throughout the system. In most cases preliminary screening is applied by the local CE&I office, which rejects those who do not meet the basic qualifications specified on the poster. Standards such as education are usually quite evident and easily assessed. Following the initial screening, candidates are referred to the appropriate institutions who then require a medical examination which is arranged by the Department of National Health and Welfare. Finally, the applicant is interviewed by a board usually made up of a senior security person, a psychologist and a personnel officer. If the candidate is considered suitable by the selection board he is hired on probation.

The normal probationary period for new CX staff is one year but management can extend the probationary period an additional six months. The extension is usually

applied where the officer has failed to complete the required induction course by the end of his year due to injury or illness, or has failed to acquire skills and knowledge associated with his position. Normally those who fail to meet the standards are released prior to one year.

THE CORRECTIONAL SERVICE OF CANADA

The CSC was created in 1977. It is the outcome of a marriage between the Penitentiary Service and the National Parole Service. The CSC and the RCMP are the major components of the Ministry of the Solicitor General. Since the beginning of Canada in 1867 the prison system has changed its orientation from the Quakers' concept of reform through confinement and contemplation to Archambault's philosophy of treatment through to a more neutral position stressed by the opportunities model. The change inspired by Archambault and implemented in 1960 created two classes of correctional worker, i.e. those with a treatment role and those with a security role.

The training of staff was also given new emphasis beginning in 1960. But the college system established subsequent to 1960 has concentrated on induction training for new CO's and not on staff development. The recruitment of staff has been inconsistent as it varies from region to region; however, some recent effort of toward national rather than regional recruitment may signal a new trend.

The standing orders of Dorchester Penitentiary published in 1962, summarizes its opening section titled "Efficient Operations of Penitentiaries" by stating:

> The role and function of institutional executives is to exercise leadership and to co-ordinate all activities within the institution.
>
> The role of the staff is to co-operate with the administration by intelligent, firm and humane implementation of security measures, by maintenance of discipline and by following inmate training policies.
>
> The role of the inmates is to learn how to behave and to conduct themselves; to accept the limitations imposed upon their activities by society; and to avail themselves of the training facilities offered in the institution. Their motivation to do so will depend in large measure on the leadership and enthusiasm shown by the institutional staff. This, in brief, is the formula for the effective and efficient operation of a correctional institution.

This order was written shortly after the appointment of Commissioner MacLeod in 1960. Dorchester as well as all other penitentiaries in Canada, was attempting to respond to the new order. The rehabilitation model was being applied to the field operations. The impact on the existing staff was profound and extended far beyond the surface organizational changes.

It may be argued that criminals are placed in prison as punishment not for punishment (Bates:1936). The philosophical position communicated by this hackneyed cliche was a direct contradiction of orientation for the majority of the staff. Indeed, a punitive orientation

toward offenders has always been popular and remains current in society today. Farran (1981) states: "Punishment for criminals has long had a low priority in the penal system". It is therefore not unexpected that staff could rationalize their position as not only being consistent with the public's perception of the role of a prison but was in-keeping with their objective of maintaining orderly prisons. Conversely the staff were expected to shift from a mode of operation which stressed security and the maintenance of the status quo to one which disrupted established routines. This is not intended to imply that the system was punishment oriented to the point where brutality or some form of systematic neglect was condoned and institutionalized. Indeed, the desire for retribution was simply overshadowed by a more important goal of maintaining a quiet, orderly, peaceful penitentiary.

The structure was simply thrown off balance by the introduction of treatment personnel and their helpers. The organization was no longer unitary. The existing staff with vested interests in the status quo resisted the flood of treatment staff and their change-producing innovations. Of course it is equally evident that promoters of the new structure brought new values and technologies which soon represented their vested interests. Thus the stage was set for an internal conflict in which contending groups did not share basic values. Each group attempted to claim scarce resources and positions of power in an effort to promote

their group ideology.

It is interesting to note that the Penitentiary Act of 1961 provided for not only the implementation of a rehabilitation model, it also provided for the creation of another level in the bureaucracy at regional offices. This innovation paved the way for a line staff conflict which had not previously existed. However, it is the intraorganizational conflict between security and treatment staff, or in another sense the old and new order which is the concern of this study. For in spite of the fact that the new order was established twenty years ago, for many this conflict has never been resolved.

ORGANIZATIONAL THEORY

Organization theory has been constructed, modified and reconstructed many times primarily due to ever more refined conceptual approaches. The catalyst which has triggered much of the change is the rapid expansion in the knowledge base provided by the research and theory development generated by the social sciences. The disciplines of sociology, psychology and anthropology in particular are being highly productive.

The earliest attempts to analyze organizations came at the beginning of the 20th century when Weber (1964) defined his "ideal type" of bureaucracy. This seminal work stressed the importance of efficiency of the organization (Perrow:1970).

One of the first efforts at making organizations more efficient was the job analysis technique employed by Taylor (1947). Taylor's approach tended to be narrow in that he ignored the psychological or personal aspects of managing and concentrated on time and motion studies which tended to perceive men as machines. Fayol (1949) was another major contributor to the job analysis technique. Both Taylor and Fayol were concerned with managerial efficiency, however, Taylor concentrated at the worker level where Fayol was concerned with the managerial level. Fayol's work led to the now famous elements of planning, organizing, command, co-ordination and control, being defined. Regardless of their emphasis both men stressed the importance of efficiency, a position which is still not uncommon (Reddin:1970) and paid little attention to the human component. This concentration on the formal structure became known as the rational or goal model of organizations (Etzioni:1964).

As the weaknesses of the rational analysis approach became more evident Follett (1924) can perhaps be given credit for blazing the trail in a new direction. Follett contended that efficiency in any organization is built and maintained on dynamic yet harmonious, human relationships. However, it was Mayo (1933) who supplied the empirical data which supports Follett's position. It was Mayo who led the famous Hawthorne experiment (1923-26). These experiments, and others, provided a large body of data which made it

clear that the worker does not respond mechanically to the needs of the formal organization. Barnard (1938) took the process a step further by blending the achievement, efficiency orientation of Taylor and Fayol with the emphasis of Follet and Mayo. Hence, for the first time, organizational efficiency and individual satisfaction were considered to be of equal value in the development of a comprehensive theory of organizations.

Silverman (1972) contends that the influence of others such as Freud and his concern with the unconscious and unconscious motives, and Pareto and his concept of non-rational motives is the next step of theory development. Silverman goes on to suggest that man's social needs are seldom met in the formal organization: therefore, the primary or informal group meets this need, even though it may be at the unconscious or non-rational level.

Timasheff (1967:162) compresses Pareto's ideas on social systems: "For Pareto, society is a system of equilibriums," or put another way, ". . . it is a whole consisting of interdependent parts; change in some part affects other parts and the whole." Cannon (1932:61) remarks that ". . . the constant conditions which are maintained in the body might be termed equilibria." According to Pareto, any change in a component of the system causes an imbalance which is disruptive. The system, under these conditions will use whatever means are at hand to restore equilibrium. Although this explanation

is incomplete it does serve to point out that organizations like social systems are made up of components which interact with each other and the external environment.

In order to provide a theory base for the problems to be addressed, several theoretical approaches growing out of organizational theory were reviewed. The ones most relevant to this study were: (1) Conflict Theory, (2) Systems Theory, and (3) Role Theory.

The concept of role based conflict between the components of an organizational system is of central importance in this study. Blau (1981:110) writes that three faces of analysis may be isolated in organizational research. It is interesting to note that Blau's categories of:

> (1) the individual in his specific role as a member of the organization who occupies a certain position in it;
>
> (2) the structure of social relations among individuals in the various groups within the organization; or
>
> (3) the system of interrelated elements that characterize the organization as a whole, (underlining added by writer)

are consistent with the focus of this review which stresses (1) role theory, (2) conflict theory, and (3) systems theory. Therefore, it would appear that in seeking to cover the major theoretical explanation of organizations the three selected are most relevant to this study.

Conflict Theory

There are many theories of society that view social phenomena as the consequences of conflict. Leaders within this long tradition include Thomas Hobbes, David Hume, Georg Hegel, Georg Simmel, Karl Marx and Ralf Dahrendorf. Cooley (1967:199) is representative of this group's thinking when he labels conflict as the "life" of society, for the process of struggle produces change and progress. Therefore, change and progress come about through an aggressive, forceful assertion of a group's position.

Coser (1969:20) concludes that leading sociologists, at this point in time, who are influential in public and private bureaucracies centre the bulk of their attention on the problems of adjustment to the "stress and strain" resulting from conflict rather than upon the conflict process itself. Indeed, conflict may be perceived by many who hold a utopian perspective as a controllable factor contributing to the maintenance of the status quo. Dahrendorf (1957:207) suggests that conflict joins role allocation, socialization and mobility as one of the "tolerable" processes which serve a useful purpose in promoting solidarity rather than instability, thus categorizing conflict as a troublesome but useful reality.

Regardless of the position taken all must accept

that conflict exists to one degree or another in human groups. Dubin (1957) concludes that conflict exists and cannot be wished out of existence, therefore it must be taken into account when establishing models of social co-existence. The leap from social theory to organizational theory is not a difficult one for the same players act out their roles within the same social and organizational milieu. However, the emphasis, as pointed out by Perrow (1972:158), does change from incompatible ideals in competition with one another to organizational characteristics creating an environment where conflict is inevitable. But before making a greater effort to link conflict theory to organizational theory a review of classical sociological theory would be appropriate and serve as a springboard to further clarification of the findings pursuant to this research.

Karl Marx was a philosopher and theoretician who developed economic and social concepts which provide the philosophical foundations for present day communism. However, it is not the political ramifications of the application of his theory which are of interest here but rather the insights his reasoning brings to understanding of social conflict. Indeed it is probable that it was his emphasis on conflict which has opened the topic to serious detailed investigation.

Coser (1971:43) describes Marx's overall doctrine as viewing a society of antithetical forces

engaged in a conflict over the resources available. For Marx this tension and struggle was the engine of progress, strife was the father of all things. Economic conditions have divided society into classes, the wageworkers and the owners of the means of production or capital. Each group constitutes a class, the members of which have common interests, in competition with the other group over the resources available. Indeed, each group must struggle for dominance. In general these conflicts were not minor skirmishes but rather life and death struggles. Dahrendorf (1968:236) observes that the more intense the conflict between classes the more radical the resulting changes are likely to be.

The foregoing is an extremely simplistic explanation of the Marxian position, for Marx wrote volumes covering the same concepts. Nevertheless, Marx's writings contain several insights into conflict which can be applied to organizational theory in spite of the fact that his theory was written with class conflict in mind. First, Marx maintains that the aggression which fueled conflict stems from a phenomenon he labelled "alienation." Timasheff (1967:50) defines alienation as the isolation of the worker from his environment. Fels (1966:71) clarifies Marx's position by writing, "The workers produce all output, but receive only part in form of wages. Capitalists get the rest," thus creating a conflict. Second, only through the buildup of energy through conflict

does change occur. It follows that the more intense the conflict the more radical the resulting change (Dahrendorf: 1968:236).

Marx sees conflict as having a destructive capacity which destroys the old order in preparation for the new. Georg Simmel views conflict not only from a negative standpoint but presents a more comprehensive assessment of this social phenomena.

Simmel, like Marx, was born and matured in Germany during the later half of the 19th and the beginning of the 20th centuries. They shared a Jewish background and were tied to the same intellectual and academic milieu. This common heritage may account for their interest in conflict, among other topics, for various forms of anti-semitism confronted each of them at various stages in their lives (Coser:1971:195).

Simmel like Marx, saw conflict as a consequence of "Dissociating factors" such as hate, envy, need and desire. Roughly parallel to Marx's concept of alienation, Simmel sees conflict as a double-edged sword with extreme conflict resulting in the annihilation of one of the conflicting groups (Coser & Rosenberg:1969:212). However, on the other hand, Simmel maintains conflict has the potential to promote positives, at least in so far as group solidarity is concerned. Coser (1969:34) interprets Simmel's position by stating that "conflict sets boundaries between groups within a social system by

strengthening group consciousness and awareness of separateness, thus establishing the identity of groups within the system" (Dahrendorf:1968:206). Coser echoes these conclusions by pointing to the work of Sumner (1902:12) on the same topic, which stressed the "group binding" qualities of conflict. Elsewhere Simmel promoted the notion that groups tend to divide themselves between ourselves, the we-group, or in-group and everybody else, or the other-groups, out-groups. Simmel insists that a good society is not free of conflict, on the contrary it is crisscrossed with conflicts which "sew together" the fabric of society. It is the overlapping of in-group loyalties which holds society together. This phenomenon is observable in conflicts within bureaucratic organizations as it is in every other field of human interaction. For example an individual may belong to a work group, social group, church group, political group and ethnic group. Each of the groups provide him with an in-group feeling, however, their values may differ. It is the in-group solidarity, Marx visions when he writes of class conflict which has the potential to be destructive or at least negative in terms of acting out hostile feelings toward out-groups. This type of cleavage appears when the unequal distribution of right and privileges results in no overlapping, and the individual sees his interests represented by only one group.

Simmel also perceives conflict as a "safety valve"

(Coser:1971:184) which allows groups to "blow off steam," thus preventing a build-up of hostility. Societies often institutionalize their safety valves by utilizing the courts, parliament and sports events to neutralize the harmful effects of conflict.

Coser (1969:38) summarizes Simmel's position as follows:

> (1) Conflict serves to establish and maintain the identity and boundary lines of societies and groups.
>
> (2) Conflict with other groups contributes to the establishment and reaffirmation of the identity of the group and maintains its boundaries against the surrounding social world . . .

Coser (1969:161) supports Simmel when he succinctly states his position:

> Internal conflicts in which concern goals, values or interests that do not contradict the basic assumptions upon which the relationship is founded tend to be positively funcional for the social structure . . .
>
> Internal conflicts in which the contending parties no longer share the basic values upon which the legitimacy of the social system rests threaten to disrupt the structure.

Still another distinguished social theorist, Charles Cooley, tells us that social and group conflict is necessary and ineradicable. Cooley (1967:121) takes the notion one step further by suggesting that conflict and co-operation are not separate functions but rather both

phases of the same process which always involves something of both. Mead (1970:305) supports Cooley in that conflict and co-operation are correlative to each other and no society can exist without both.

Both Cooley and Mead were writing and lecturing during the first half of the 20th century. Writers and theorists of the second half of this century are represented by Drucker (1967, 1974), McGregor (1961, 1968), Libert (1961), Dyer (1977) have perceived conflict as a deviation from a normal state of integration and co-operation. Mayo (in Tannenbaum:1966:35) in particular concludes that conflict is the manifestation of "social disease" in the industrial organization. Furthermore Mayo's conclusion had some of the qualities of Follett's (in Campbell:1966) integrative solution: which stresses the self-interest of both parties in a conflict situation can be satisfied through harmonious human relationships. If the work of Follett and Mayo is accepted uncritically then there is no such phenomenon as intergroup conflict in modern organizations, or if it does exist it is a form of deviance which should be replaced with co-operation. Rogers (1975:99) also stresses that conflict does not allow for predictable and natural behaviour within organizations, therefore it should be minimized.

Perrow (1972:158) concludes that all theorists from Weber to Likert have been aware of conflict within organizations but tended to dismiss it as a "failure of

leadership" or the result of human shortcomings such as stupidity and greed. He goes on to state "Theory should see conflict as an inevitable part of organizational life," as the character of most organizations foster conflict rather than personalities of the players. This contention is supported by Stogdill (1974) that organizational roles often produce conflict for the incumbent.

In an effort to take a neutral position Katz and Kahn (1968:108) point out that conflict can be both dysfunctional and functional depending on how top management deals with the conflicting parties.

The relationship between and within complex organizations in society such as business firms, government, unions, churches, hospitals, universities and penitentiaries has been the focus of much recent study. Some of the conclusions and the theory constructed have relevance to this study. Katz and Kahn (1967) for example conclude that the conflict within an organization is inevitable between the elements or sub-systems. Competition between sub-systems is likely over limited resources, privileges, power or whatever. The stress thus produced strains the organization in two ways -- (1) horizontally and (2) vertically. The vertical conflict or strain is between superordinate and subordinate while the horizontal conflict comes between sub-systems within the organization. It is this latter strain which is of primary interest here as it is stated by Kast and Rosenzweig (1970) that

management should foster controlled conflict between sub-systems within an organization for "there is evidence that conflict, if kept to a reasonable level, is good for the enterprise because it stimulates individual performance." (Hill:1967:147).

This review provides a cursory compendium of the relevant theory on organizational conflict. Obviously some of the theories cited are useful as background but are not applicable to this study. All of the theories presented, in varying degrees, accept conflict as a reality within organizations, however, there is an obvious cleavage between those who perceive it as functional and those who see it as dysfunctional.

One of the assumptions made by the writer is that conflict does exist between sub-systems within correctional institutions. Therefore, its impact on the organization will be examined in the light of selected theoretical concepts. First, Marx's concept of alienation which was selected for this study may reveal a dysfunctional alienation between the management and staff. In addition, Simmel's work stresses the group building character of conflict, this insight is shared by others, however, the notions that conflict sets boundaries and establishes and reaffirms group identity in most instances are regarded as functional. Indeed the concept of in-group, out-group can foster healthy competition and team spirit.

Perrow's position appears helpful in that he focuses on the nub of the theory review. He suggests the conflict is a reality in organization; therefore, accept it and concentrate on the benefits a controlled conflict state can produce.

Systems Theory

Silverman (1972:27) suggests that systems theory developed from the compelling, positive influence of "two parallel tendencies in Social thought." First, functionalism gained a great deal of acceptance (Morton: 1957). Based on the work of sociologists such as Durkheim, Cooley, Thomas and Pareto. Timasheff (1967:216) stressed the similarities between biological systems and social structures. Indeed Bennis (1966:39) states that this approach is most cogently advanced by sociologists. However, leading anthropologists such as Radcliffe-Brown, Linton, and Malinowski (Sherif:1969:91) have also consistently stressed the importance of the parts of a society and their interaction when considering the whole. The Gestalt school in psychology as developed by Wertheimer, Koffka and Kohler (Kohler:1969), maintains that any understanding of mental processes must be achieved through a study of the whole organism not simply isolated parts (Hall and Lindzeg:1970). Second, biology as a science is built on the premise that each organ provides an essential service which contributes to the maintenance of the

organism. Therefore an organism is seen as a "system of functionally interrelated components." This notion has been applied to the function of organizations as they also have interrelated components such as church, schools, criminal justice systems and so on. Finally it is important to note that functionalism, in its various forms, and the biological systems concept both emphasize the importance of the whole as an aggregation is more than a sum of parts. Johnson, et al. (1963:131) thus defines a system as "an organized or complex whole; an assemblage or combination of things or parts forming a complex or unitary whole."

Bertalanffy (1955) made a major contribution to the development of systems theory when he introduced the distinction between closed and open systems. According to Bertalanffy, closed systems are physical and mechanical systems which can function independent of the surroundings. Tausky (1978) states a closed system is impredictable and comprehensible, like a clock. On the other hand open systems are biological and social systems which constantly interact with their environment. Kast and Rosenzweig (1970:109) state, "This view of biological and social phenomena as open systems has profound importance for the social sciences and organization theory." Katz and Kahn (1966:14) also stress the importance of this distinction in their summary: "Systems theory is basically concerned with problems of relationship, of structure, and of

interdependence rather than with the constant attributes of objects." Hall (1972:35) concludes that the open-systems perspective "virtually ignores the issue of goals." Therefore, by thinking of organizations as living systems like a biological organism it follows that they are acutely dependent upon their surroundings and thus it is useful to think of them as open systems.

Kelly (1974:131) identifies several characteristics of open systems which, in addition to those already discussed, are applicable to this study. Although it is important to differentiate between characteristics, these features are not prioritized, nor is the list exhaustive.

"Interrelation among components," simply stated means the components of the system are influenced by the performance of other components of the system. For example, in a prison if security procedures are not followed and discipline and control are lacking, it may be difficult, if not impossible, to carry on an industrial manufacturing programme. Demerath and Peterson (1967:151) take the notion a step further when considering the principle of "reciprocity." Here they conclude that components of a system are not only interrelated and interdependent, but add that the relations need not be an unqualified 50/50 give and take. Components of systems in most cases appear willing to accept some imbalance in order to promote the interests of the whole. Sociologically this principle is demonstrated by accepting the

cliché, "It is not the gift but the sentiment that counts."

Closely related to the concept of interdependence is the notion of "self-maintenance" or "equilibrium" (Demarath and Peterson:1967:155).

Parsons (1951:15) defines equilibrium as ". . .the processes by which a system either comes to terms with the exigencies imposed by a changing environment, without essential change in its own structure . . . ." Viewed in Parson's way, the characteristic of equilibrium would suggest that an organization must avoid interdependence if it is to survive confusion and change introduced from the environment which may affect other components. Gouldner (1959), Demerath and Peterson (1967:155) summarize this implication: ". . . the lowering of the degree of equilibrium . . . ." Although there appears to be no consensus on this particular point it does provide a springboard which allows us to reach the conclusion that if equilibrium is to be maintained compoents of a system will tend to "maintain their boundaries." In other words, parts of a system will attempt to retain some degree of functional autonomy and thus resist integration into the larger organization. Conversely, the organizational leadership can be expected to draw a degree of security from integration and interdependence; therefore, it will seek a commitment of the parts to the common good. Consequently, tension may build up between the component

and the larger organization over autonomy.

"Entropy and negative entropy" the concept of equilibrium, if applied to a closed system model, simply stated means that when the system is no longer importing new energy the system will simply run down for it is only reprocessing its own output. This concept is drawn from thermodynamics where entropy describes the factors which show up when a system is losing energy which results in death or disorganization. On the other hand, an open system may attain a state of dynamic equilibrium through the input of new energy, material and information (Kast and Rosenzweig:1972:21). This, if you will, is a state of negative entropy where the organization, through the intake of new resources may postpone entropy indefinitely. This dynamic equilibrium is called a "steady state." In a biological sense the term "homeostasis" (Kast and Rosenzweig:1972:21) is applied to the organism's steady state. In organizations, steady state is never absolutely static, indeed, it is a dynamic equilibrium which allows for continual adjustment.

"Differentiation" simply stated means that as organizations develop there is a tendency for the sub-systems to become specialized and display greater differentiation. Kelly (1974:136) uses the inevitable analogy to the human body where a number of highly specialized systems have evolved in order to meet the complex variety of demands placed upon it. A prison

organization becomes highly differentiated because of the need to supply most of the services found in a small town ranging all the way from a chaplain to a garbage disposal.

"Equifinality," Owens (1970:52) writes: "identical results can be obtained from different initial conditions." Kelly (1974:135) echoes this position by stating, "An initial state can have several end states, and a particular end state may be achieved from several points of departure."

The tenets of the systems approach are summarized by Marrow (1979:16) as follows:

> 1. A system, whether it be a digestive system, political system, heating system, or family system, is composed of a number of identifiable, interrelated parts called components.
>
> 2. Since these parts or components are interrelated, whatever happens to one part affects in turn one or more of the other parts, and also affects the overall functioning of the system.
>
> 3. Each system is a component of a larger system, and whatever happens to one system affects one or more of the other component systems, and also affects the overall functioning of the larger system.
>
> 4. Since all systems are interrelated, the boundaries between systems are established arbitrarily at any given point in time.
>
> 5. The functioning of a system is dependent upon the quantity and quality of its input, output, and feedback.

Kircher and Mason (1975:22) place additional emphasis on the final point. Indeed the flow from input through process to output and eventually feedback is

central to fully appreciating the theory:

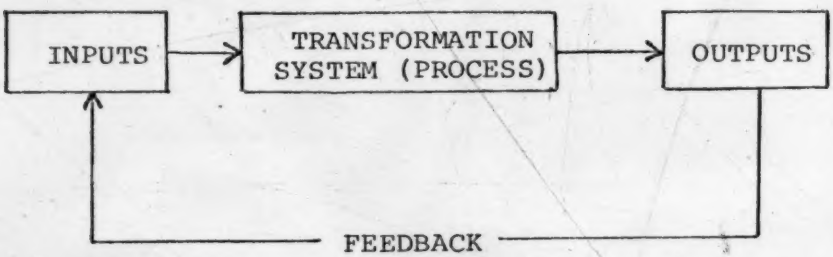


Figure 1: The Functioning of a System

Open-systems draw energy and support from the external environment as input. For example, the human body draws in oxygen. This input energy is transformed into a new product. Again the human body transforms oxygen and sugar into heat and action. The output in this case is carbon dioxide. The carbon dioxide is needed by the plants which produce oxygen and sugar and the cycle is complete.

Organizations are affected by the environmental input they receive. The process, in a lasting organization, must be acceptable to the environment otherwise the output will be of no value and will be rejected. Thus in order to understand an organization the system approach is useful for it is cognizant of quality of input and acceptability of outputs. Hall (1977:58) concludes: "Understanding organizations involves much more than understanding goals and the arrangements that are developed for their accomplishment."

During the late 1950's many theorists became increasingly disenchanged with the classical theories of organization. A new perspective was needed. This vacuum was filled for many by the open systems theory, a concept pioneered by the biological sciences. Systems theory treats organizations as organisms which interact with its environment through an inputs, process, outputs, feedback, cycle. The theory as applied to the social science focuses attention on the interaction between the organization and its environment. The concept of openness is important for from this notion flows the idea that all organizational processes are interrelated. All organizational processes are interlocked thus explaining such irrational behaviour as political consideration might motivate. This concept appears particularly cogent when investigating the Correctional Service of Canada for it does indeed display irrational behaviour frequently. Other concepts which are of particular relevance to this study include: the input, process, output cycle, differentiation and equilibrium, entropy and negative entropy, differentiation and equifinality.

Role Theory

Miner (1978) states that the concept of roles, in an organizational sense was introduced in the late 1930's. At this point in time an esoteric vocabularly emerged and detailed research was undertaken. The results of this

effort have been a widespread acceptance, within the academic and business community of the resulting theoretical notions. The theoretical language describes the expected behaviour of persons who occupy given positions within organizations (Hicks:1972).

Carzo and Yamouzas (1967) link the concept of role with status. They explain that the importance or status of an individual within an organization is determined by the dependent relationships between his position and the positions of those he interacts with as part of his job environment. Carzo, et al. (1967:142) go on to explain that "The rights and duties of a job and its status are static as prescribed by the technical system, while role represents the dynamic aspects of status." Put another way, Linton (1936:113) writes, "When he put the rights and duties which constitute status into effect, he is performing a role." Therefore, when a person carries out the duties of his position, while interacting with others, he is playing a technical role.

Just how and why people perform roles in organizations has attracted a great deal of attention. Scholars such as Goffman (1959) have devoted considerable time and energy to the investigation of face-to-face interpersonal behaviour. However, it is evident even to the layman observer that a given position in society brings with it behavioural expectations. But how are these expectations or "role prescriptions" established?

Miner (1978:27) insists, the research evidence indicates that role prescriptions stem from three main sources:

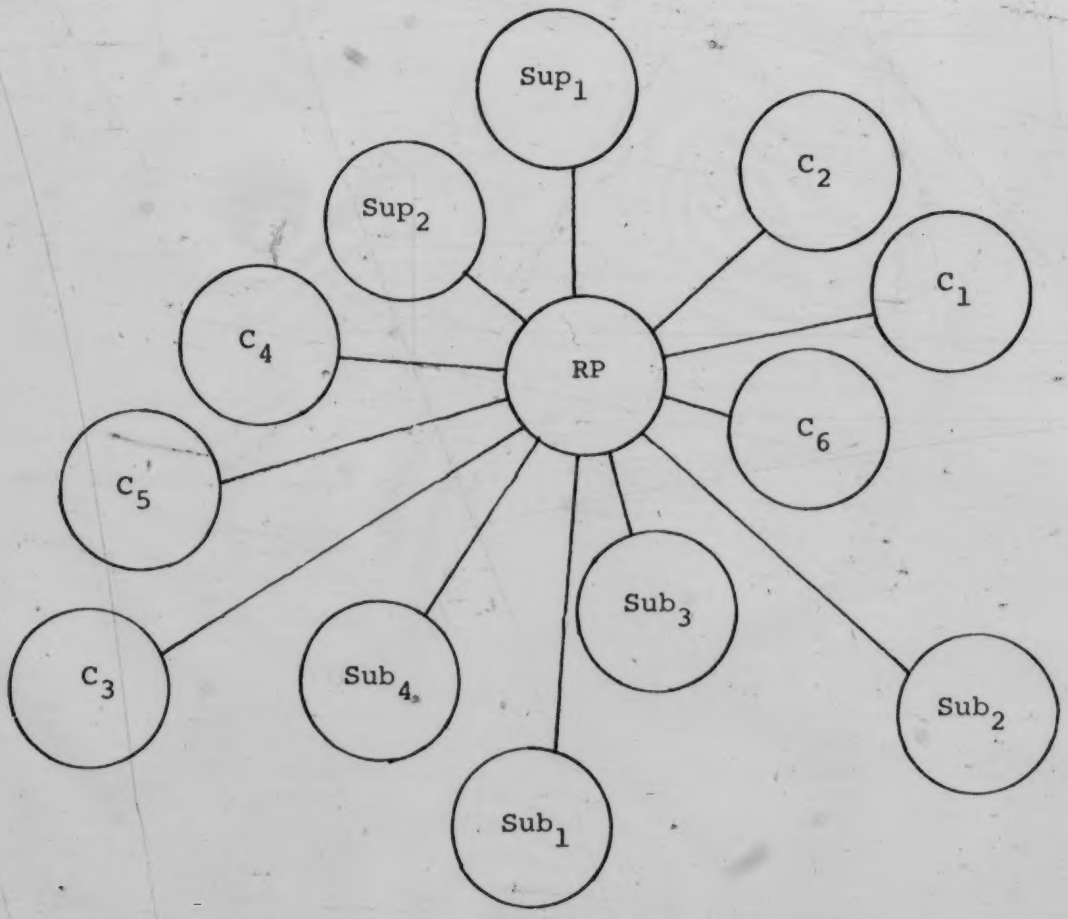
1. People in the same department.
2. People who are superior in the hierarchy.
3. People who care about what the person does on the job, without being so dependent on him that they do not feel free to express demands.

Miner (1978:27) goes on to conclude: "It is apparent that the most important role prescriptions are those transmitted through one's superiors in the hierarchy." He also insists that peers, especially those in other departments of the organization have little influence. Owens (1970) takes the same position.

Goffman (1959) describes role players in organizations in the same terms as one would describe actors on a theatrical stage where they usually conform to the wishes of the director although the expectations of colleagues and other referent groups are important. He goes on to suggest that back stage another style of behaviour is expected. Most groups like actors will let their hair down, so to speak, when not before an audience.

Bennis (1966) and Owens (1970:76) suggest that the notion of role sets is helpful in making clear some aspects of role theory. They explain that each role player has a "referent-group" which serves to convey role expectations. Figure 2 illustrates this set of relationships.

RP = Pivotal role player
Sub = Subordinates reporting to RP
C = Colleagues in RP's role set
Sup = RP's superiors



The role set is developed through an interview with the pivotal role player. Role conflict is a functon of discrepant expectations among role senders (Sub, Sup, C). Overload is a function of a number of role senders and expectations, and role ambiguity is derived from unclear and/or uncertain expectations. (Owens:1970:76)

Figure 2: Illustration of Role Set.

Subordinates, colleagues and supervisors clustered around the role player is a "role set" and represents his reality.

If the input from each of the components of the role set is consistent and in agreement with the role players own perceptions of his reality the player can establish himself in his role. However if the expectations transmitted by the members of the set are inconsistent and the role player cannot come to terms with these discrepancies "role conflict" ensues.

Sergiovanni and Carver (1973:180) define role conflicts as "mutually contradictory expectations for a role occupant's behaviour." Therefore in the case of role conflict the role prescriptions are clear but contradictory, on the other hand when the role prescriptions are vague and uncertain a condition labelled "role ambiguity" results. Herse and Bowditch (1973) insist that this later condition prevails when people are not supplied with adequate instructions, job descriptions or what they do get is unclear from others in the role set.

It is also well to recognize that each individual role player is unique and is bound to leave the imprint of his own personality and style on any role occupied. The concept of personality, like role has been given a number of definitions, however, McDavid and Harari (1968:101) write that the study of human behaviour by psychologists, from the outset has accepted that:

> The unique genetic makeup of each individual, as well as the unique sequence of learning experiences during the course of his development from birth to adulthood, generates a unique organization of his personality as an adult.

De Lorean (1979) outlines an exceptional case when writing of his experience as one of General Motors' top executives. He suggests that General Motors often promotes mediocrity rather than tolerate non-conformity. Roles are prescribed in every detail of the executive's life; therefore, the expectation of the company and the needs of the individual must be congruent or the individual is labelled as not a "team player" and thus not top management timber. However, in most organizations which lack discipline (discipline based on a powerful reward system), there may be more searching tolerated for a balance between role and personality. As show in Figure 3 Getzels and Guba (Owens:1970) developed a model, which illustrates the interaction between the organizational (nomothetic) dimension and the personal (idiographic) dimension.

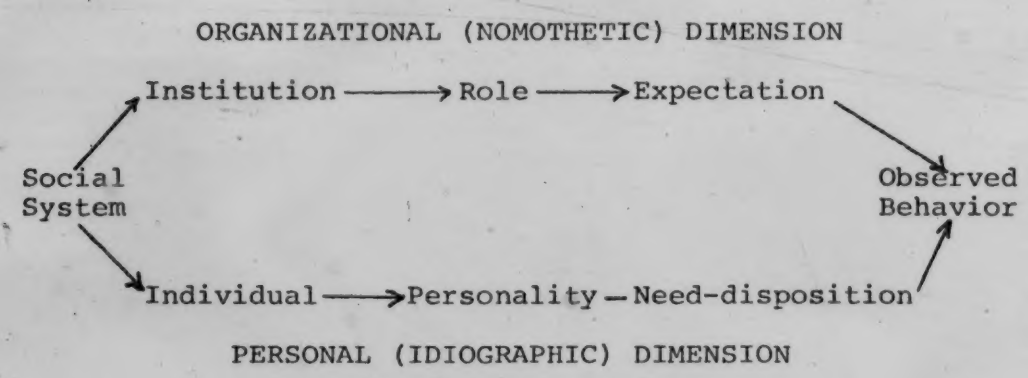


Figure 3: General Model Showing the Organizational and Personal Dimensions of Social Behavior.

The two dimensions of this model show how a process is initiated within every action where the organization strives to socialize the player into a role which will produce behaviour consistent with is expectations. On the other hand the individual personality is attempting to satisfy its need-disposition.

Figure 4 again by Getzels and Guba, indicates how a balance between role and personality may be struck:

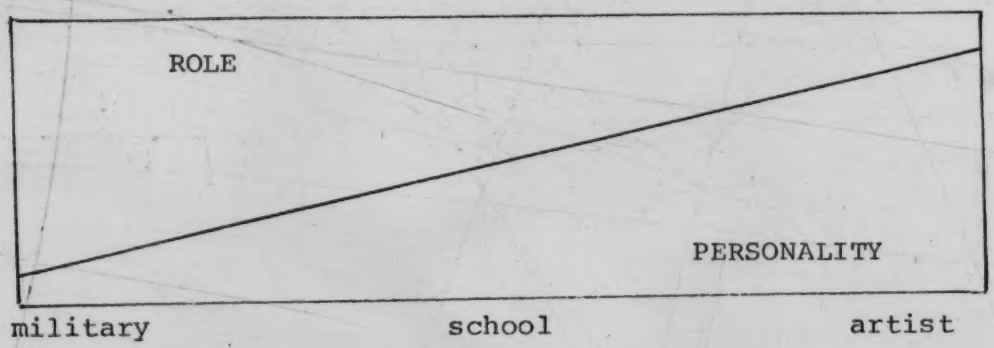


Figure 4: The Interplay Between Role and Personality in a Behavioral Act.

The concept of role is critical in this study. It represents a theoretical point of interaction between conflict theory and systems theory. For it is systems interaction which creates expectations which involve perceptions, attitudes, feelings and behaviour. As the different needs of the system are identified and people attempt to convert their need into action, conflict over scarce resources is inevitable. Given this environment of conflict, the individual is expected to perform a role. The accumulation of roles equals organizational behaviour.

Of course the status represents the individual role player's position within the hierarchy of the organization. Role is simply putting the rights and duties of status into action. It appears superordinates within the system are most important in helping the individual define his role, although peers and subordinates play a part. If the input from various sources conflict then "role conflict" ensues or on the other hand if expectations are not made clear it may result in "role ambiguity." Within a correctional institution both of these concepts may come into play.

The final concept which is relevant to this study is a balancing of the expectation of the organization vs the personal needs of the role player. The abstract nature of this concept makes it somewhat more difficult to deal with, however, it is a give and take situation which specifies the role player's autonomy and freedom to proceed as an individual or be forced into a lock-step reaction.

THE CONCEPTUAL FRAMEWORK

The conceptual framework employed as a foundation for this study was drawn from: (1) Conflict Theory, (2) Systems Theory and (3) Role Theory, all of which are reviewed above. In each theory there were a variety of positions taken by the theoreticians. The multiplicity of approaches necessitates choices. Only those concepts which appeared to be most relevant to this study were

selected for inclusion in the framework.

Conflict Theory

The following concepts, drawn from "Conflict Theory are included in the framework which was applied to the research questions asked in this study and to the analysis of data.

- based on the literature there appears to be a variety of forms of inter and intragroup conflict in correctional institutions.
- if there is a fundamental difference between the values of the workers and values of management the resulting alienation of the worker is dysfunctional.
- a controlled level of conflict is functional for it fosters competition which, in turn, produces innovation and resourcefulness.
- conflict has a group building character which establishes boundaries and reinforces group values.

Two assumptions appear to summarize the above points: (1) conflict is unavoidable and (2) a certain degree of conflict is healthy.

Systems Theory

Systems theory stresses the importance of the whole as an aggregation which totals to more than the sum of the parts. This complex, unitary whole has several characteristics which are applicable to this study.

- systems, such as a correctional institution, are

composed of a number of identifiable, interrelated parts.

- as each system is a component of a larger system, what happens to one part affects the whole.
- boundaries are established between systems which foster a degree of autonomy within each unit. In order to sustain this autonomy boundary maintenance becomes important to sustain equilibrium.
- systems must import new energy from their environment to avoid entropy.
- sub-systems become specialized and display greater differentiation, thus often displaying equifinality by realizing the same objectives through their specialized route.

Systems theory is concerned with relationships, structure, interdependence and process. The concept of overall goals is not of importance in systems thinking but rather the quantity and quality of inputs, process, outputs and feedback are stressed.

Role Theory

The concept of role is critical in this study for it is the link between conflict theory and systems theory. The interaction of conflict within a system often defines the individual's role. An accumulation of roles equals organizational behaviour. The following concepts were applied to the research questions and the analysis of

data:

- Supervisors, rather than peers or subordinates, are most important in establishing and defining roles.
- Role conflict ensues when, conflicting demands are placed on the individual by the system simultaneously.
- When the individual is dissatisfied with the role requirements established for him, his performance can be affected significantly.

Role conflict arises from competition of various kinds, i.e. divergent goals, organizational structure, reward systems, personality differences, status differences and competition over resources. The individual is called, in all work related environments, to make compromises between his personal needs and the expectations of the organization.

CHAPTER III

METHODOLOGY

A detailed description of the procedures used and instruments employed in the investigation of the potential for conflict within CSC institutions is presented in this chapter.

A systematic assessment of the options open to securing the data needed for this study was followed by the identification of the following constraints: (1) Due to limited time and financial resources one maximum security institution and two medium security institutions (Edmonton, Bowden and Drumheller respectively) were selected as suitable sources of data. These three were close to the university yet representative of a number of other institutions within the system. (2) Within the institutions mentioned only the CX and LU staff were regarded as suitable subjects for the three paper and pencil test instruments. (3) Demographic data was gathered by a questionnaire, alienation and acceptance of role were measured by an evaluation of CSC objectives, job preference and the relationship between personal preference and the systems needs were measured by the VPI and potential for personality conflicts were assessed by the EPPS. Several methods of collecting data were used. However, most staff

were requested to complete test instruments in conjunction with staff training activities. Once completed the instruments were hand scored and the results placed on spread sheets which were in turn key punched and processed by the University computer service.

SUBJECTS

In order to investigate the problem at hand it was necessary to gain access to the opinion of representatives of the groups in conflict. All of the CX COF (CX) security staff and CX LUF (LU) treatment staff are located in the institutions or undergoing training, which will prepare them for institutional work. These groups of CX's and LU's were scattered about the country from Halifax to Victoria with the greatest concentration in the Montreal and Kingston areas. It quickly became obvious that a sampling of CX's and LU's from across the entire system was impossible from a financial prospective. A more manageable objective appeared to be the Prairie Region which included six institutions: two maximum security (Edmonton Institution and Saskatchewan Penitentiary), three medium security (Stony Mountain Institution, Drumheller Institution and Bowden Institution) and the Regional Psychiatric Centre (Saskatoon). However, of this group neither Saskatchewan Penitentiary, or R.P.C. were established on the living unit model. The living unit institutions, as the title suggests, employ LU Officers as treatment staff,

thus providing a clear cut dichotomy between security and treatment staff. This left Edmonton, Bowden, Drumheller and Stony Mountain. A further look at the geographical considerations made it obvious that the exclusion of Stony Mountain Institution would reduce the amount of travelling required substantially, at the same time not seriously reduce the size of the medium security sample. Therefore, the subjects selected were the CX and LU staff at Drumheller, Bowden and Edmonton. All of these institutions are staffed according to the living unit treatment model.

As the number of staff in each category was relatively small the decision was made to request all designated staff in the above mentioned institutions to complete the questionnaires and test instruments. On the first working day following 1 January, 1981 the personnel officer at each institution was asked to provide the number of staff in each of the CX COF 1 or 2 classification and the CX LUF 1 classification. These numbers provided a base number of subjects available. It should be noted that some were undergoing training at the staff college in Edmonton on that day; however, they were still counted on institutional establishments and not considered college staff.

Prior to individual staff being approached to participate in this study the approval of the Regional Director General was solicited and secured. The Wardens and senior staff of each of the participating institutions

were approached and the research design and methodology thoroughly explained. Finally, the Union of Solicitor General employees local chairman was approached and briefed. In each case the people identified were cooperative, indeed in some cases enthusiastic in their support. Assurance that all responses would be confidential was given to each individual or group contacted. This request was honoured; therefore, only institution and job classification are identified.

PROCEDURE FOR DATA COLLECTION

The method of collecting the data varied from institution to institution depending on the availability of staff. In every case where the staff were removed from their duties in order to participate the response was excellent. On the other hand in the cases where they were asked to complete the forms during slack time or on their own time the response was low.

In all cases the assistance of the institutional staff training officer was vital. Subsequently most of the staff were asked to complete the forms as part of a staff training session.

Each institution received by hand sufficient packets to provide one for each CX and LU on staff. In addition each class at the staff college was given sufficient packets to cover the nominal role. There were 316 packets in all.

Each packet included: (1) a solicitation letter which also outlined the procedure to be followed, (2) Survey of Characteristics of CSC Staff (Prairie Region), (3) Objectives of the Correctional Service of Canada, (4) Edwards Personal Preference Schedule (EPPS), (5) EPPS answer sheet, (6) Vocational Preference Inventory (VPI), (7) VPI answer sheet. These items are included in Appendix E. Upon completion all items (1) - (7) were sealed in the envelope provided and returned to the issuing officer.

No formal follow-up procedure was employed; however, it appears issuing officers did make verbal contacts to encourage those who failed to respond to initial requests.

SURVEY INSTRUMENTS

Four instruments were selected for use in data collection, namely the Edwards Personal Preference Schedule (EPPS), the Vocational Preference Inventory (VPI), Objectives of the CSC as well as a questionnaire which was titled Survey of Characteristics of CSC Staff.

Edwards Personal Preference Schedule (EPPS)

The EPPS was developed by Allen L. Edwards (1959) using the concept of the manifest needs system developed by Murray (1938). It provides measures of 15 personality variables based on 225 pairs of statements about things which may or may not be desirable or about emotions. The

subject is placed in a forced choice format.

The names of the variables are as follows:

1. Achievement (ach): To do one's best, to be successful.

2. Deference (def): To get suggestions from others . . . to follow instructions.

3. Order (ord): To have written work neat and organized, to make plans before starting difficult tasks.

4. Exhibition (exh): To say witty and clever things to tell amusing jokes and stories.

5. Autonomy (aut): To be able to come and go as desired, to say what one thinks about things.

6. Affiliation (aff): To be loyal to friends, to participate in friendly groups.

7. Intraception (int): To analyze one's motives and feelings, to observe others.

8. Succorance (suc): To have others provide help when in trouble, to seek encouragement from others.

9. Dominance (dom): To argue for one's point of view, to be a leader in groups to which one belongs.

10. Abasement (aba): To feel quilty when one does something wrong, to accept blame when things do do go right.

11. Nurturance (nur): To help friends when they are in trouble.

12. Change (chg): To do new and different things, to travel.

13. Endurance (end): To keep at a job until it is finished.

14. Heterosexuality (het): To go out with members of the opposite sex, to engage in social activities with opposite sex.

15. Aggression (agg): To attack contrary points of view, to tell others what one thinks about them.

The 15 personality characteristics are defined fully by Edwards (1959:11). Also the EPPS provides a measure of "test consistency." The consistency variable played an important role in this research for any response which failed to achieve a consistency score of ten the results from the EPPS were discarded.

Edwards (1959:15) states he has established consistency ". . . based upon a comparison of the number of identical choices made on two sets of the same 15 items." For the two sets of 15 items random answers, or chance, would yield a consistency score of 7.5. Thus the probability of nine or more is .30 and the chance of ten or more is approximately .15. Edwards (1959:15) goes on to suggest that a high score of 11 or more be regarded as evidence that choices were not made by chance, however, "A more lenient standard would be 10 . . . ."

The EPPS Manual (Edwards:1959) reports reliability coeeficients on 15 personality variables. The procedure called for correlating the row and column scores for each variable using 1509 college students as subjects. The consistency coefficients, corrected by the Spearman-Brown formula are reported in Table 1.

In regard to validity Edwards (1959:21) concludes there is little to be gained from assessing the validity by reviewing the scores of the EPPS when compared to "pure criterion measure." It would appear that such a comparison is impossible in this case because of the unavailability of

a pure criterion of measure. In an effort to deal with this problem self-ratings or peer ratings have been substituted, however, these studies have been inconclusive.

TABLE 1

COEFFICIENTS OF INTERNAL CONSISTENCY AND STABILITY FOR THE EPPS VARIABLES

	Variable	Internal Consistency	Stability		
		r_{11}	r_{11}	Mean	SD
1.	Achievement	.74	.74	14.46	4.09
2.	Deference	.60	.78	12.02	3.68
3.	Order	.74	.87	11.31	4.45
4.	Autonomy	.76	.83	13.62	4.48
5.	Affiliation	.70	.77	15.40	4.09
6.	Intraception	.79	.86	17.00	5.60
7.	Succorance	.76	.78	12.09	4.59
8.	Dominance	.81	.87	15.72	5.28
9.	Abasement	.84	.88	14.10	4.96
10.	Nurturance	.78	.79	14.04	4.78
11.	Change	.79	.83	16.17	4.88
12.	Endurance	.81	.86	12.52	5.11
13.	Heterosexuality	.87	.85	15.08	5.66
14.	Agression	.84	.78	11.55	4.57
	CONSISTENCY SCORE		.78	11.59	1.78
	N	1509		89	

The EPPS was selected for this research because of the comprehensive assessment of individual needs it provides.

It appeared likely that the needs of persons selected for security work and treatment would vary based on stereotyped models of the security officer with relatively high needs for achievement, order, autonomy, dominance, heterosexuality and aggression. This assumption was reinforced by research by Butler and Cochrane (1977) on the personality of police officers. Where security officers and police officers perform a similar function the suggestion by Butler, et al (1977:441) that people in a security role are likely to display "authoritarianism, suspiciousness, physical courage, cynicism, conservation, loyalty, secretiveness and self-assertiveness" (US:1971), or at least support these as desirable characteristics for they perceive themselves as the personification of machismo. On the other hand the treatment staff emphasize the importance of firmness and the ability to get along with people (Weber:1961). These abilities would suggest the individual treatment officer should possess needs such as intraception, nurturance and endurance. This bifurcation, if it exists, stems from the duality of organizational goals and role expectations.

This fundamental inconsistency between "keeping them" and "treating them" may manifest itself in conflict. Therefore, the personality traits of the individuals performing these roles may have the potential to create conflict within institutions. Conversely the institutional conflict may mold the personality of the individual.

Further the role expectations of the institution are frequently ambiguous resulting in role conflict and confusion.

Vocational Preference Inventory (VPI)

The VPI was developed by John L. Holland (1978). It is made up entirely of occupational titles. When confronted with the test the subject makes a choice between "liking" and "disliking" the occupation. Holland (1978:5) maintains that an occupation is not only "isolated work functions or skills" but also represents a way of life. In other words when a person chooses an occupation they also choose a socio-economic status, which is a reflection of motivation, desire to gain knowledge, values, self concept and personality. However, it is this latter aspect of personality which leads the investigator to vocational preferences.

> Interest inventories are essentially personality inventories. Interest and personality inventories are identical in principle and provide similar information about the person, although their content is quite diverse. Both kind of inventories reveal how the person perceives himself in his milieu. (Holland 1978:7)

Any assessment of individuals or groups is based on eleven scales:

1. Realistic - high scorers regard themselves a practical-minded, masculine, and normal people.

2. Intellectual - high scorers are concerned with science, mathematics and theory. Prefer to think through problems rather than "act out" problems.

3. Social Scale - have social interests, prefer teaching or therapeutic roles.

4. Conventional Scale - are conventional (conforming, status-oriented, ethnocentric, not original).

5. Enterprising - dominant, sociable, cheerful and adventurous.

6. Artistic - having artistic, musical and literary interests.

7. Self Control - defined simply as the habitual inhibition of impulses to act out motivation thinking or phantasy.

8. Masculinity - high scorers indicated frequent choice of masculine occupational roles.

9. Status - high scorers are indicative of vocational choices with high prestige ranking.

10. Infrequency - high scorers have self-depreciating attitudes about themselves and have deviant attitudes about their culture.

11. Acquiescence - subjects who prefer many occupations are expressing a sociable, cheerful, active, frank and conventional outlook.

Using the first six characteristics Holland (1973) insists that people can be categorized by the resemblance they have to each other. In other words the like characteristics in one person will result in the same or similar job choices by another person with the same characteristics. Holland (1973) applies this principle in a similar test called the Self-Directed Search (SDS) where he insists "Birds of a feather flock together."

Holland (1978:7) addresses the reliability of the VPI which records the results of test-retest's. The sample recorded used college students and older women. The results show the VPI to be moderate to highly reliable. Holland (1968) cites another similar retest reliability study with samples of junior college students (62 men and 53 women) for a three month interval for the interest scales (r's range from .54 to .80 with a median of .71).

In general the findings of Gaffey and Walsh (1974) supported the validity of Holland's theory. Lacey (1971) also tended to produce results consistent with Gaffey and Walsh.

The VPI was selected for this study because of its ability to cluster people into occupational types. It is assumed that if people are employed in the appropriate types there will be little of the various types which should provide us with descriptions of "ideal types." For example, a CX should show strengths in the Realistic, Conventional, Masculine scales where the LU should have a bias toward Social, Intellectual, Enterprising scales. Consistency should relieve role conflict and perhaps ambiguity.

Survey of Characteristics of CSC Staff

In addition to the EPPS and the VPI, the 316 subjects were asked to complete a survey sheet to collect information on selected demographic variables. The

demographic information was used to determine the relationship between personality variables, vocational preferences and job classification, years of service, age, previous employment, education, marital status and institutional security level. At the end of the survey of demographic characteristics, the subjects were asked to review the "Objectives of the Correctional Service of Canada" and to react to the objectives as their acceptability as valid objectives for the CSC in the subject's opinion. Appendix E includes the above mentioned survey and CSC objectives.

Treatment and Analysis of the Data

The collected data were coded and the responses placed on PDC 5025 cards, space for 80 items per card. The EPPS and VPI were both hand scored by the researcher. The Statistical Package for the Social Sciences (SPSS) (Nie:1975) programme was used to analyse the data. See Appendix F for coding of collected data.

Study Purposes

The purpose of this study was to analyze the potential for conflict which exists between security and treatment staff in correctional institutions of the CSC. To achieve this purpose the study examined the effects of perceived personality and vocational needs on attitudes of correctional officers. The attitudes identified and the interaction of these attitudes are subsequently applied to the practical problems associated with staff recruitment,

training and development.

Specifically, conflict resulting from organizational structure, conflicting role expectations and needs, role expectations of the organization and significant others was examined. The relationships between these variables were examined in relation to potential difficulties such as alienation, team building, identifiable boundaries between such systems, differentiation, role conflict, role dissatisfaction and personality needs.

This study was designed to provide information about the factors producing a treatment vs custodial conflict as well as possible strategies which could change or modify the methods used in Organizational Development.

RESEARCH QUESTIONS AND HYPOTHESES

The hypotheses presented in this section are introduced through a review of the research questions from Chapter I, followed by relevant references to the literature review covered in Chapter II. In order to provide an additional frame of reference each hypothesis will be arranged under general headings which parallel the four sources of data, namely the Questionnaire, the Objectives of the CSC, the VPI and the EPPS.

A study of intraorganizational conflict within CSC institutions suggests three main outcomes or problem

areas. First, inmates exploit staff conflict. This behaviour is manipulative and dysfunctional in relation to their eventually learning to live in the free community and function in a manner which is acceptable to the rest of society. Second, the energy consumed in intra-organizational conflict cannot be applied to meeting the objectives of the organization. Third, change is made difficult due to the suspicion each group has that the other group will gain an advantage through a deviation from the status quo. The elements of each of these problems are addressed through one or more of the sub-problems in Chapter I.

The literature suggests that conflict arises out of fundamental differences in the values of the groups in conflict. These values have not only been determined by the structure of the whole organization through ascribed roles, but also through values brought to the job by the prior influences of education, socio-economic status and physical and emotional maturity. In the CSC the organization is obviously structured to divide the security and treatment staff, thus the groups boundaries are established, but what of the value system the group members bring to the job? In this study these values were assessed through the questionnaire. Hypotheses were established to determine: time in classification, time in CSC, age, previous employment, education and marital status, as

possible value related characteristics.

Systems theory states that any system is always part of a larger more complex system. It is clear from the organization charts of the Ministry, Regional Headquarters and Institutions are indeed an interdependent system. The structure of the CSC, along with the uniqueness of the organization's role, as defined by the Objectives of the CSC, however, would appear to promote two very distinct perceptions of the CSC's raison d'etre. Therefore, it appeared reasonable to hypothesize that differences exist in the perceptions of the groups in conflict within the system which affect the efficiency of the total organization. From another perspective, any rejection of CSC objectives as established by management, would suggest that the leadership of the CSC is committed to a set of goals their subordinates find unacceptable thus producing alienation. If on the other hand the conflicting groups do not agree on objectives the need for boundary maintenance and autonomy will evolve. The other alternative would be agreement over objectives which implies equifinality in spite of structural differences.

It could also be generalized from the literature that the vocational preferences of individuals in security roles would differ from those in a treatment role for the system places quite different expectations on each group. It was therefore hypothesised that these conflicting demands

of the total system are resolved by individual CO's by seeking out the position which best suits their preferences. In order to investigate these hypotheses the data from the VPI was employed.

Another criterion used to assess differences which could manifest themselves in intraorganizational conflict was the psychological needs of the groups in conflict. This criterion of measurement based on EPPS data generated a number of hypotheses because it stressed the relationship between the needs of the individual and how they related to the expectations of the organization. The literature suggests any incompatibility between needs and expectations will require an adjustment in either needs or expectations if the individual's performance is not to suffer.

Thus, based on the above problems and sub-problems, the literature leads to the following hypotheses:

Demographic Differences (Questionnaire)

It appears important to determine whether the CSC is recruiting people who will aid the organization in meeting its objectives. The literature suggests that the role of a security officer may require a different set of characteristics from those of a treatment officer. It would also suggest that staff characteristics may change as time goes on, therefore affecting the experienced officer's ability to contribute to a treatment programme in particular, in any meaningful way. Therefore:

1.1 It is hypothesized that there are significant demographic differences between the CX and LU groups in time in classification, time in service, age and education;

1.2 It is hypothesized that the CX group will have longer service than the LU group;

1.3 It is hypothesized that the CX group will have a higher mean age than the LU group in terms of chronological maturity; and

1.4 It is hypothesized that the LU group will have a higher mean education level than the CX group.

The theory suggests that groups in conflict may feel they have little in common with other groups or with management. This condition results in no overlapping values and is regarded as potentially dysfunctional and divisive.

The above stated hypotheses were based on the assumption that any commonality of values stem from shared experiences or background. Therefore, this line of reasoning would suggest that group solidarity and consistency in ideology could evolve with age, hence shared life experiences, e.g. war or economic depression, educational background or the shaping of values which long service in the same organization could promote. Further to this there have been trends in society which stress more educational opportunities for the young, which affects their characteristics, leaving the older less educated by comparison

and possibly more conservative in their predispostion toward change.

Another concern explored through these hypotheses is the possibility that the increased pay level of the LU over the CX streams people with higher education into the LU group. This tendency could make the groups quite distinct and increase the potential for in-group feelings and inter-group conflict.

Objectives of the CSC

The assessment of CSC Objectives provided by this review reflects the level of acceptance by CX and LU groups of their assigned roles along with their acceptance of the roles of others and the organization as a whole. Differences in acceptance or a total lack of acceptance of the objectives would indicate a degree of alienation and a lack of commitment to an underlying value system. For example the objective of ". . . assisting offenders to essentially outlining a treatment objective; if the LU's accept and the CX's fail to accept there is an obvious inconsistency which could create role conflict, as alluded to in the sub-problems.

Based on the assumption that the LU's are younger and have more years of education, it is hypothesised that more education and relatively short service will result in a more liberal attitude toward change and the new policies and operating procedures which inevitably follow. Therefore:

2.1 It is hypothesized that there is a significant mean difference between the acceptance of the "Objectives of the CSC" in the CX group and the LU group;

2.2 It is hypothesized that increased education in both groups will be associated with greater acceptance of objectives; and

2.3 It is hypothesized that increased service, in both groups, will be associated with lower acceptance of objectives.

Of course the theory states that a controlled level of conflict can be healthy as it tends to develop group loyalties and promote initiative and resourcefulness. On the other hand extreme differences in values may indicate a dysfunctional destructive relationship.

If recruits show a high level of acceptance it is an indicator that the CSC does hire people with characteristics which are compatible with the role requirement.

Vocational Preference Inventory

The CSC has a policy of paying LU officers more than CX officers for more or less equivalent positions in the hierarchy. The rationale, as detailed earlier, was due to the LU's increased direct exposure to inmates and the need for quasi-professional counselling and report writing skills not required by the CX officers. However, sub-problem (3) relating to the placement of CO's in jobs

consistent with their preferences, expresses the concern that the CSC may be placing people based on their pay preference rather than their vocational preferences. In other words the VPI results should be consistent with job requirements otherwise officers may be attracted to their positions because of the salary rather than vocational preferences. Therefore, the following hypotheses address the differences between CX and LU groups to determine whether the system is efficient in staffing positions:

3.1 It is hypothesized that there is a significant difference in the means of CX and LU groups on the VPI scales;

3.2 It is hypothesized that the CX group had greater mean scores on scales associated with masculine traits, i.e. Realistic, Enterprising and Masculinity;

3.3 It is hypothesized that the LU group had greater mean scores on scales associated with feminine traits, i.e. Social and Artistic;

3.4 It is hypothesized that the LU group will produce a greater mean score on Acquiescence;

3.5 It is hypothesized that the CX group will produce a greater mean score on Infrequency; and

3.6 It is hypothesized that the higher the education level for LU's, the greater the mean scores on Social and Artistic.

As the theory suggests, supervisors define roles and the subordinate contributes needs. There is always

a balance struck between the expectations established by management through defined goals and the needs of the individual. In this instance the compromises made by the individual may rest more on pay levels rather than vocational preferences, thus individuals may find themselves in a role conflict which will impact negatively on their performance.

Edwards Personal Preference Schedule

In order to investigate the level of psychological needs satisfaction drawn from employment in either the CX group or the LU group, the EPPS was employed. Also it is of interest to assess whether these needs change in staff with longer service. The literature suggests that the CX group, due to demographic differences and role expectations are likely to express needs in what are perceived as masculine variables. In addition greater education may foster more consistency with defined roles. Therefore:

4.1 It is hypothesized that there were significant differences in the mean scores of CX and LU's on personality variables as measured by the EPPS;

4.2 It is hypothesized that the CX group had greater mean scores on needs associated with their role, i.e. Achievement, Autonomy, Dominance and Heterosexuality;

4.3 It is hypothesized that the LU group had greater mean scores on needs associated with their role, i.e.

Affiliation, Intraception, Soccorance, Abasement, Nurturance and Change;

4.4 It is hypothesized that the greater the educational level for CX group members the higher the need for Achievement, Order, Autonomy, Dominance and Heterosexuality; and

4.5 It is hypothesized that the greater the educational level for LU group members the higher the need for Affiliation, Intraception, Succorance, Nurturance and Change.

Both the CX and LU groups have a role which contributes to the welfare of the whole system. This examination of characteristics may confirm how their differences compliment each other in achieving organizational objectives without excessive conflict. The differences, where they exist, establish group boundaries which in turn fosters a need for autonomy. Ideally in the CSC there should be an acceptance of group specializations and personality characteristics as contributors to the well-being of the whole organization.

CHAPTER IV

FINDINGS

The purpose of this study was to analyze the potential for conflict which exists between security and treatment staff in Correctional Institutions of the CSC.

One source of information was a questionnaire which provided basic demographic data about the two groups thought to be in conflict. This study commenced prior to the introduction of female Correctional Officers into the staff of institutions included in this study; hence the subjects are all males. In addition all of the subjects were asked to assess the appropriateness of the Objectives of the CSC and to complete the VPI and EPPS.

Therefore the information in this chapter includes the following:

(1) A tabulation of responses to the "Survey of Characteristics of CSC Staff (Prairie Region)."

(2) A tabulation of responses to the "Objectives of the Correctional Service of Canada."

(3) A tabulation of responses to the "Vocational Preference Inventory" by John L. Holland.

(4) A tabulation of responses to the "Edwards Personal Preference Schedule" by Allen Edwards.

Survey of Characteristics of CSC Staff (Prairie Region)

The Survey of Characteristics was developed by the writer and is made up of eight questions (see Appendix E). Table 2 details the response to the first question "What is your present classification?" This table also provides information on number of usable responses.

TABLE 2

SUMMARY OF RESPONSE RATE AND USABLE RESPONSES OF SUBJECTS BY INSTITUTION & CLASSIFICATION

Institution	Job Class.	Staff on 1 Jan./81	Usable Responses	Percentage
Edmonton	COF (CX)	87	39	44.83
	LUF (LU)	44	32	72.73
Drumheller	COF (CX)	57	55	96.49
	LUF (LU)	60	64	106.67
Bowden	COF (CX)	46	48	104.35
	LUF (LU)	32	17	53.13
COLUMN TOTAL		326	255	

In the cases of the Drumheller LU's and the Bowden CX's there were more responses than staff on strength 01 January, 1981. This anomaly was most likely caused by staff turnover during the three month period of January-March, 1981. For example if a man was tested

early in January at his institution and subsequently resigned, retired, or was promoted a replacement could have been hired and commenced training at the college before the end of March where he would have been tested. Thus through this series of events the same position was tested twice. Indeed it was probable that this situation occurred more than once. Otherwise all subjects were asked if they have been tested before; if their response was in the affirmative they were not tested a second time.

During the data collecting there was a degree of paranoia expressed by some subjects regarding the purpose for the testing. These suspicions were most evident among the Edmonton CX's and the Bowden LU's. Once these attitudes were established they are difficult to combat. Consequently in the two groups mentioned the rate of voluntary participation was down. Otherwise the response rate ran from 73% to 107%.

Table 3 shows the length of time in classification; in other words, the length of time they had been either a CX officer or an LU officer regardless of the length of time they may have been in other positions before becoming either a CX or LU. For example, some may have been CX's before becoming LU's, or a CR (clerk) before becoming a CX.

Table 4 shows the length of time in the service including service in classifications other than their present classification.

TABLE 3

DISTRIBUTION OF STAFF BASED
ON CLASSIFICATION AND TIME IN CLASSIFICATION

Classification	Length of Service						
	Group (1) 3 months or less	Group (2) 4 months to 12 months	Group (3) 1 year to 2 years	Group (4) 2 years to 5 years	Group (5) 5 years to 10 years	Group (6) more than 10 years	TOTAL
COF (CX)							
No. of CX in group	79	11	6	20	17	9	142
Percentage of CX in group	55.6	7.7	4.2	14.1	12.0	6.3	
LUF (LU)							
No. of LU in group	41	23	15	15	17	2	113
Percentage of LU in group	36.3	20.4	13.3	13.3	15.0	1.8	
COLUMN TOTAL	120	34	21	35	34	11	255
Percentage of all respondents in group	47.1	13.3	8.2	13.7	13.3	4.3	100

TABLE 4

DISTRIBUTION OF STAFF BASED ON CLASSIFICATION AND TIME IN CSC

Classification	Length of Service						
	Group (1) 3 months or less	Group (2) 4 months to 12 months	Group (3) 1 year to 2 years	Group (4) 2 years to 5 years	Group (5) 5 years to 10 years	Group (6) more than 10 years	TOTAL
COF (CX							
No. of CX in group	76	11	6	14	26	9	142
Percentage of CX in group	53.6	7.7	4.2	9.9	18.3	6.3	
LUF (LU)							
No. of LU in group	34	20	12	19	18	10	113
Percentage of LU in group	30.1	17.7	10.6	16.8	15.9	8.8	
COLUMN TOTAL	110	31	18	33	44	19	255
Percentage of all respondents in group	43.1	12.2	7.1	12.9	17.3	7.5	100

The "3 months or less" group in Table 4 represents the respondents undergoing induction training at the staff college in Edmonton when the data was collected. Almost half, or 43.1 percent were in this group. Only 37.7 percent of the respondents have two or more years of experience. In other words, 65.5 percent of the CX group and 58.4 percent of the LU group have not completed their probationary period of two years.

Table 5 reports the breakdown by institution between "3 months or less" and "more than 3 months" groups.

TABLE 5

DISTRIBUTION BETWEEN 3 MONTHS OR LESS AND MORE THAN 3 MONTHS SERVICE

Institution	3 months or less service	more than 3 months service	TOTAL
Edmonton Respondents	40	31	71
Percentage of Edmonton Respondents	56.3	43.7	
Drumheller Respondents	61	58	119
Percentage of Drumheller Respondents	51.3	48.7	
Bowden Respondents	9	56	65
Percentage of Bowden Respondents	13.8	86.2	
Column Total	110	145	255
Percentage of Respondents	43.1	56.9	100.0

Table 5 also reveals the difference that existed in the number of new staff in Edmonton, Drumheller and Bowden. Although not all staff were tested there still remains a substantial number of inexperienced staff in relation to experienced staff.

Table 6 outlines the results of the response to question 4, "How old were you 01 January 1981?" The answers to this question disclosed an age distribution which ranged from 18 to 61 years. In order to make this variety more manageable the ages were clustered into the five groups reported in Table 6.

It is interesting to note that the concentration of respondents 25 years of age or less with 27.2 percent were in this category. The mean age for the whole group was 34.1 years.

Table 7 presents the relationship between institution and age group.

Among those responding to the question there is a concentration of older staff in Bowden when compared with either Drumheller or Edmonton. There is also a noteable lack of staff in the middle years. The staff separations which may cause this phenomenon is noted in the Report to Parliament (Canada 1977:50), which states that 32.8 percent of the separations reported were in the 20-24 age group. The three institutions used in this study also vary in the length of time they have been operational. Bowden, for example, was opened as a federal institution in 1974,

TABLE 6

DISTRIBUTION OF AGE GROUPS
BY CLASSIFICATION

Classification	Age in Years					
	25 or less group	26-30 group	31-35 group	36-45 group	over 45 group	TOTAL
COF (CX)						
No. of CX in group	41	23	15	27	34	140
Percentage of CX in group	29.2	16.5	10.6	19.2	24.0	
LUF (LU)						
No. of LU in group	27	26	18	24	14	109
Percentage of LU in group	24.8	23.9	16.7	22.0	12.6	
Column Total	68	49	33	51	48	249
Percentage of all respondents in group	27.2	19.6	13.2	20.4	19.2	100.0

TABLE 7

DISTRIBUTION WITHIN AGE GROUPS
BY INSTITUTION

Institution	Age in Years: 25 or less group	26-30 group	31-35 group	36-45 group	over 45 group	TOTAL
No. of Edmonton respondents in group	22	17	14	09	09	71
Percentage of Edmonton respondents in group	31.0	23.9	19.7	12.7	12.7	
No. of Drumheller respondents in group	32	28	13	29	12	114
Percentage of Drumheller respondents in group	28.1	24.6	11.4	25.4	10.5	
No. of Bowden respondents in group	14	04	06	13	27	64
Percentage of Bowden respondents in group	21.9	06.3	09.4	20.3	42.2	
Column totals	68	49	33	51	48	249
Percentage of Respondents	27.3	19.7	13.3	20.5	19.3	100.0

prior to this it was a provincial institution. When the changeover came the majority of the existing staff transfered to the federal service, thus it became a new institution with an older established staff. Subsequently Drumheller opened in 1967 and Edmonton 1978. When the latter two were opened new staff were hired in order to bring the establishment up to strength.

Table 8 shows the breakdown of employment before entering the CSC by classification.

The results shown in Table 8 indicate that 28.6 percent responded in the "other" category. The nine occupations identified accounted for the remaining 71.4 percent of the total.

The sixth question asked for the educational levels of the subjects. The questionnaire presented ten alternatives ranging from "grade 6 or less" all the way to "completed a degree." Again the problem of insufficient responses in some categories made clustering of the alternatives desirable. The responses were compressed from nine to the following four groups: (1) less than high school, (2) completed high school, (3) some post secondary education, and (4) completed a university degree or better.

Table 9 reveals the results of the education question by classification.

The results of the final question, "In which institution are you presently employed?" are found in Table 2 (p. 84).

TABLE 8

DISTRIBUTION OF PREVIOUS EMPLOYMENT
BY CLASSIFICATION

Classification	Student (1)	Military (2)	Police (3)	Prov. Corr. (4)	Trades-man (5)	Unskilled (6)	Farmer (7)	Clerical (8)	Sales (9)	Other (10)	TOTAL
COF	6	26	5	22	12	15	6	4	11	35	142
	4.2	18.3	3.5	15.5	8.5	10.6	4.2	2.8	7.7	24.6	55.7
	31.6	72.2	71.4	81.5	57.1	50.0	66.7	57.1	42.3	47.9	
	2.4	10.2	2.0	8.6	4.7	5.9	2.4	1.6	4.3	13.7	
LUF	13	10	2	5	9	15	3	3	15	38	113
	11.5	8.8	1.8	4.4	8.0	13.3	2.7	2.7	13.3	33.6	44.3
	68.4	27.8	28.6	18.5	42.9	50.0	33.3	42.9	57.7	52.1	
	5.1	3.9	0.8	2.0	3.5	5.9	1.2	1.2	5.9	14.9	
COLUMN TOTALS	19	36	7	27	21	30	9	7	26	73	255
	7.5	14.1	2.7	10.6	8.2	11.8	3.5	2.7	10.2	28.6	100.0

TABLE 9

DISTRIBUTION OF EDUCATIONAL LEVELS BY CLASSIFICATION

Classification	Less than high school group	Completed high school group	Some post secondary group	Univ. degree or better group	TOTAL
COF (CX) No. of CX in group	58	53	25	06	142
Percentage of CX in group	40.8	37.3	17.6	04.2	
LUF (LU) No. of LU in group	25	25	34	29	113
Percentage of LU in group	22.2	22.1	30.1	25.7	
Column total	83	78	59	35	255
Percentage of all respondents in group	32.5	30.6	23.2	13.7	100.0

TABLE 10

DISTRIBUTION OF MARITAL STATUS
BY CLASSIFICATION

Classification	Marital Status			
	Single	Married	Other	TOTAL
COF (CX)				
No. of CX in group	43	90	09	142
Percentage of CX in group	30.3	63.4	06.3	
LUF (LU)				
No. of LU in group	33	63	16	112
Percentage of LU in group	28.5	56.3	14.3	
Column Total	76	153	25	254
Percentage of all respondents in group	29.9	60.2	09.8	100.0

The Objectives of the C.S.C.

The objectives of the Correctional Service of Canada as specified in Appendix C were drafted and approved 09 Nov 1978 by the Senior Management Committee (SMC). The SMC is made up of the Commissioner, Senior Deputy Commissioner, Deputy Commissioners and the Regional Directors General. There was no consultation with field staff before the objectives were accepted by SMC.

All of the subjects in this study were asked to review the five subject areas and apply the question "Do you feel these are valid objectives for the C.S.C.?" to all of the objectives. The individual decisions were categorized as yes, undecided, and no, with values of 1, 2, and 3 respectively. The means will, therefore, range from 1 to 3 depending on the respondent's commitment to, or acceptance of, the objective. The results are summarized in Table 11.

The means of responses varied from a low of 1.03 to a high of 1.58; therefore the acceptance level of all of the objectives was relatively positive. The t test of significance was applied to the means of the CX and LU groups with the following objectives producing a P of 0.05 or less:

2(a) by assisting offenders to develop and adopt acceptable behaviour patterns . . .

3(a) by acquiring, maintaining and developing well qualified and competent staff;

TABLE 11

ANALYSIS OF VARIANCE FOR OBJECTIVES OF THE CORRECTIONAL SERVICE OF CANADA BY CX AND LU STAFF

Objectives	CX N	CX Mean	CX SD	LU N	LU Mean	LU SD	T-Value	Probability
1. To manage and administer Court sentence by								
(a) providing sufficient security	138	1.03	0.21	110	1.05	0.33	-0.75	0.477
(b) providing sufficient supervision	123	1.34	0.72	105	1.41	0.77	-0.69	0.492
(c) meeting humane, medical, health care.	122	1.20	0.58	105	1.24	0.63	-0.51	0.608
2. To provide opportunities to offenders by								
(a) assisting to develop acceptable behaviour patterns	129	1.16	0.51	106	1.34	0.73	-2.11	0.036*
(b) involving them in education, training, development	132	1.10	0.41	110	1.11	0.44	-0.20	0.845
(c) creating an environment conducive to development.	120	1.45	0.80	105	1.46	0.79	-0.07	0.946
3. To manage the Service effectively by								
(a) acquiring, maintaining, developing competent staff	139	1.06	0.31	110	1.19	0.55	-2.27	0.025*

TABLE 11 continued

Objectives	CX N	CX Mean	CX SD	LU N	LU Mean	LU SD	T-Value	Probability
3. (b) establishing good working conditions for staff	123	1.07	0.31	106	1.36	0.73	-3.84	0.000**
(c) optimizing and controlling available resources	124	1.29	0.61	107	1.44	0.79	-1.58	0.115
(d) anticipating and planning for changes.	123	1.20	0.49	105	1.47	0.82	-2.97	0.003**
4. To be perceived as an effective organization by								
(a) the general public	137	1.19	0.51	108	1.36	0.73	-2.08	0.039*
(b) the criminal justice system	123	1.22	0.51	108	1.37	0.72	-1.76	0.081
(c) central agencies	119	1.58	0.79	106	1.57	0.81	0.13	0.897
5. To promote effective criminal justice in Canada through								
(a) effective relationships with education and research institutions and organizations and through	139	1.15	0.47	108	1.32	0.70	-2.23	0.027*
(b) effective relationships with research and educational communities	124	1.32	0.66	109	1.53	0.81	-2.15	0.033*

*P = 0.05 or less
**P = 0.01 or less

3(b) by establishing good working conditions for staff

(d) by anticipating and planning for changes.

4(a) by promoting public awareness . . . of CSC

5(a) promote development through education and research

(b) promote effective relationship with research and educational communities.

The Vocational Preference Inventory

Following the assessment of the objectives of the Correctional Service of Canada, the subjects were all requested to complete the Vocational Preference Inventory (see Appendix E). The purpose of this instrument was to evaluate the subject's interest in variables which are related to his job, be it CX or LU. The findings are broken down into CX and LU samples along with an independent sample from Holland (1978:31) titled "Employed Adult Males." This latter sample was included in order to provide a basis for a comparison between people outside the correctional service and those employed by it.

The results in Table 12 indicate significant differences between CX and LU respondents at the 0.01 level in Social, Artistic, Masculinity and Infrequency and a significant difference at the 0.05 level in Realistic, Enterprising and Acquiescence. The means of the LU respondents were higher in all VPI scales other than Realistic, Masculinity and Infrequency.

TABLE 12

ANALYSIS OF VARIANCE FOR VOCATIONAL PREFERENCE INVENTORY BY CX AND LU STAFF

Scales	Employed Adult Males[t] (N = 105)		CX (N = 142)		LU (N = 113)		T-Value	Probability
	Mean	SD	Mean	SD	Mean	SD	T	P
1. Realistic	4.3	3.3	6.26	3.94	5.04	3.65	2.55	0.011*
2. Intellectual	7.0	4.6	4.52	4.07	5.12	4.76	-1.09	0.277
3. Social	5.4	4.0	4.71	4.08	7.08	4.59	-4.36	0.000**
4. Conventional	4.4	3.5	2.73	2.92	3.09	3.52	-0.87	0.388
5. Enterprising	8.1	3.1	4.12	3.41	5.19	4.14	-2.21	0.028*
6. Artistic	4.5	3.8	2.72	3.21	4.39	4.13	-3.53	0.001**
7. Self Control	9.3	3.2	7.61	3.70	7.89	3.64	-0.59	0.557
8. Masculinity	9.1	2.1	8.89	2.10	8.13	2.04	2.88	0.004**
9. Status	9.8	2.6	8.13	2.37	8.81	2.54	-2.18	0.030*
10. Infrequency	4.0	2.5	5.86	2.55	4.73	2.76	3.40	0.001**
11. Acquiescence	13.4	5.4	10.70	4.76	12.10	5.33	-2.21	0.028*

[t] Employed Adult Males, from Holland (1978:31)

*P = 0.05 or less
**P = 0.01 or less

The Edwards Personal Preference Schedule

The respondents were all asked to complete the Edwards Personal Preference Schedule. The numbers of subjects used for this analysis are lower than those recorded in the balance of the study because the EPPS incorporates a consistency variable which compares a number of identical choices. Edwards (1959:15) suggests a consistency score of ten would be a reasonable standard. In this study the ten standard was applied, which resulted in 57 of a possible 255 being rejected.

The findings are recorded under three major headings in Table 13. The means and standard deviations are presented for the CX and LU groups along with a "General Adult Sample". Edwards (1959:10) provides this basis for comparison with a non-correctional staff group.

A significant difference at the 0.01 level, between the CX and LU groups, was found in the following variables: Deference, Autonomy, Abasement and Endurance, and for Dominance at the .05 level. The means for the CX group were higher than for the LU group, although the difference may not be significant, on the Deference, Order, Affiliation, Intraception, Abasement and Endurance scales.

Summary

Chapter IV presented the tabulation and treatment

TABLE 13

ANALYSIS OF VARIANCE FOR EDWARDS
PERSONAL PREFERENCE SCHEDULE BY CX AND LU STAFF

Variables	General Adult Sample[t] (N = 4031)		CX (N = 113)		LU (N = 85)		T-Value	Probability
	Mean	SD	Mean	SD	Mean	SD	T	P
1. Achievement	14.79	4.14	14.28	4.21	15.32	4.64	-1.64	0.103
2. Deference	14.19	3.91	12.77	4.08	11.02	3.69	3.10	0.002**
3. Order	14.69	4.87	12.52	4.84	12.22	5.27	0.41	0.680
4. Exhibition	12.75	3.99	12.95	3.75	13.62	3.67	-1.27	0.206
5. Autonomy	14.02	4.38	11.79	3.95	13.61	4.08	-3.17	0.002**
6. Affiliation	14.51	4.32	13.36	4.19	13.26	4.55	0.17	0.868
7. Intraception	14.18	4.42	17.11	4.56	15.89	5.18	1.74	0.083
8. Succorance	10.78	4.71	9.93	4.72	9.96	4.67	-0.05	0.958
9. Dominance	14.50	5.27	15.48	5.41	17.13	4.83	-2.21	0.028*
10. Abasement	14.59	5.13	13.41	5.11	11.41	5.11	2.72	0.007**
11. Nurturance	15.67	4.97	13.74	5.03	14.61	5.08	-1.20	0.233
12. Change	13.87	4.76	15.11	4.74	16.19	4.42	-1.64	0.103
13. Endurance	16.97	4.90	16.32	5.11	14.25	5.30	2.78	0.006**
14. Heterosexuality	11.21	7.70	16.15	6.45	17.07	6.11	-1.02	0.311
15. Aggression	13.06	4.60	13.79	4.08	13.81	4.48	-0.04	0.969

[t] General Adult Sample from Edwards (1959:10)

*P = 0.05 or less
**P = 0.01 or less

of the basic data collected. The purpose of this portion of the study was to identify differences in the two classifications of security and treatment staff which could then be analysed for the other purposes of the study.

The data were collected over the three month period from January to March, 1981. The response rate of 255 out of a possible 326 was judged to be acceptable in spite of some weakness in the distribution.

The data on length of time in classification and time in the service appear to provide essentially the same information. Overall the CSC had a considerable number of staff with long service and substantial numbers who have yet to complete their probationary period, with relatively few in the middle years. The group was clustered into those with "3 months or less service" and "more than 3 months service" in order to assess later the attitudes of those who are undergoing the three months induction course as opposed to those who are working in the institutions.

An unsuccessful effort was made to discover where the respondents were employed before entering the CSC. Unfortunately an unexpectedly large number selected the "other" category rendering a comparison difficult.

Seventy percent of the sample meet the basic educational standard of high school completion as specified by the Report to Parliament (Canada 1977:51).

The subjects appear to support the objectives of

the CSC although some objectives are more acceptable than others; none appeared unacceptable. The results also indicated some significant differences between CX and LU staff in their level of acceptance. The area of greatest significance was "To manage the Service efficiently and effectively."

An analysis of the VPI results revealed the greatest differences between groups lay in the Social, Artistic, Masculinity and Infrequency scales. The EPPS revealed differences in Deference, Autonomy, Abasement and Endurance.

CHAPTER V

ANALYSIS AND INTERPRETATION OF DATA

The objective of this study was to determine the potential differences among CX and LU officers within selected CSC institutions in the Prairie Region in respect to demographic characteristics, loyalties, personalities and vocational preferences and to apply this information to assessing the problem of intraorganizational conflict and to the management process of staff recruitment, training and development.

The tabulations and treatment of the data were reported in Chapter IV. In this chapter the data are analysed in terms of the problems posed for the thesis and the relationships hypothesized.

STUDY QUESTIONS

The purpose of this study, as detailed in Chapter I, was to investigate the intraorganizational conflict between CX and LU staff based on an assessment of the background, loyalties, personalities and preferences. The data collected were applied to the following questions:

(1) Is there a difference in the hierarchy of personal needs between security and treatment staff?

(2) Does the hierarchy of personal needs change as the length of service increases?

(3) Are security staff and treatment staff placed in jobs consistent with their preferences?

(4) Is the potential for conflict inherent in the individual performing the roles?

(5) Does the CSC hire people with characteristics which are compatible with the role requirements?

(6) Do inconsistencies in organizational goals create role conflict?

Eighteen hypotheses were formulated: four clusters of hypotheses corresponding to the four instruments. The .05 level of significance was selected as a basis for rejection of the null hypotheses.

PROCEDURES

Each of the hypotheses was investigated by testing the significance of differences between the means of the CX and LU groups. The t-test was used for this purpose. The F-ratio and Scheffe Test were also employed where the hypothesis was concerned with changes over time or as a result of higher educational levels.

DEMOGRAPHIC CHARACTERISTICS EXAMINED

The demographic data collected for this study provided for an endless number of potential comparisons between demographic characteristics and test results.

However, a cursory overview of the data revealed that several characteristics included in the questionnaire were essentially measuring the same thing. For example the questions on length of time in classification, length of time in service with CSC and age were all time related. This cross-sectional design was originally intended to assess any changes which took place over the Correctional Officer's career. However, it appeared that this information could be retrieved in other ways; therefore, a comparison between selected characteristics would be as productive as pursuing all possible permutations.

With this objective in mind the time related characteristics of (2) time in classification, (3) time employed by CSC, (4) age and (6) level of education, were used in the analysis. The other possible characteristics of (5) employment before entering the CSC was difficult to use for reasons outlined earlier and (7) marital status did not appear promising. These decisions are supported by the data contained in the tables in Appendix E.

Research Hypothesis

1.1 It is hypothesized that there are significant demographic differences between the CX and LU groups in: time in classification, time in service, age and education.

Findings. The statistical treatment used to test this hypothesis was the t-test. Table 14 presents a

summary of the mean scores, standard deviations and T-Value for relevant characteristics.

TABLE 14

SUMMARY OF T-TEST OF SIGNIFICANCE
BETWEEN CX AND LU FOR DEMOGRAPHIC CHARACTERISTICS

Characteristics	Group	N	Mean	SD	T-Value	P
Time in Classification	CX	142	2.38	1.77	-0.84	0.401
	LU	113	2.56	1.54		
Time in CSC	CX	142	2.51	1.84	-2.06	0.040*
	LU	113	2.97	1.73		
Age	CX	140	34.82	12.18	1.25	0.211
	LU	109	33.11	9.36		
Education	CX	142	4.04	1.44	-6.03	0.000**
	LU	113	5.43	2.09		

*P = 0.05 or less
**P = 0.01 or less

The difference between means for the four characteristics mentioned above are presented in Table 14. Two of the characteristics; time in the CSC and education are significant at the 0.05 level or less. A comparison of the means reveals that the LU group has significantly more service and significantly more education. The former may be accounted for by the practice of selecting experienced CX officers for LU officers. In addition to selection committees picking experienced CX's for LU positions they obviously selected the better educated.

On the basis of this analysis the null hypothesis

was rejected and the Research Hypothesis was accepted.

1.2 It is hypothesized that the CX group will have longer service than the LU group.

Findings. The means shown in Table 14 indicate that the CX group had a mean of 2.51 while the mean for the LU group was 2.97. The questionnaire specified:

(1) 3 months or less

(2) 4 months to 12 months

(3) 1 year to 2 years -- and so on.

Given the structure of the questions a specific answer regarding length of service in terms of years and/or months could not be supplied; however, it was obvious that the LU group's higher mean does indicate they have longer service. As the hypothesis suggests, the tradition of a security oriented Penitentiary Service should develop a security (CX) group which finds its roots in the BNA Act. This long tradition with accompanying long service by people providing the service did not prove to be the case. This may be accounted for by more CX staff than anticipated moving on to LU positions and the relatively short history of the three institutions investigated with a resulting shortage of long service staff in any group. Therefore, the null hypothesis cannot be rejected.

1.3 It is hypothesized that the CX group will have a higher mean age than the LU group in terms of chronological maturity.

Findings. Based on the data generated for

Table 6 (p. 90) by question 4 in the questionnaire the mean age for the CX group was 34.82 and the mean for the LU group was 33.11.

It appeared that CX staff would not only have longer service but would also be the older of the two groups. However, as in the case of length of service, the assumption was invalid. This may also be accounted for by the selection process for LU's. It appears selection is based not only on experience and service but also chronological maturity. As a result the null hypothesis cannot be rejected.

1.4 It is hypothesized that the LU group will have a higher mean education level than the CX group.

Findings. In this instance, as in the question on length of service, the questionnaire asked the respondents to select the appropriate response from nine possible alternatives, i.e.

. . . (4) completed secondary school

(5) some non-university post-secondary education

(6) completed a non-university post-secondary programme . . . .

In response to these questions the CX group's mean was 4.04 and the LU group's mean was 5.43. A comparison of the means indicates a higher educational level for the LU group. Again this finding suggests the selection process favours those with higher educational levels for the treatment (LU) role. Therefore, the null hypothesis was

rejected and the Research Hypothesis was accepted.

OBJECTIVES OF THE CSC

The objectives of the CSC were included in order to assess the respondents' commitment to the objectives management has specified. The objectives are divided into both treatment and security related purposes, thus allowing for each group's commitment of the other group's role. A comparison between commitment to objectives and other characteristics such as education is also desirable, in order to assess causes for conflict.

Research Hypothesis

2.1 It is hypothesized that there are significant mean differences between level of acceptance of the "Objectives of the CSC" in the CX and the LU groups.

Findings. Table 11 (pp. 97-98) shows the mean differences between the CX group and the LU group. Although the t-test reveals significant differences in levels of acceptance their scope is limited.

Objective 3 demands special comment for within this objective of "To manage the Service efficiently," three of the four sub-objectives were significantly different, i.e. (a) by acquiring, maintaining and developing well qualified and competent staff; (b) by establishing good working conditions for staff; (c) by anticipating and planning for change. It was ironic that

these three were singled out for they are essentially making reference to the central concern of this study -- staff recruitment, staff training and staff development. Further to this observation it is noteworthy that the CX group was more positive than the LU group in this regard. Indeed, all of the T-Values, with the exception of one, are negative which indicates a stronger acceptance of the objectives by the CX group although neither group flatly rejected any of them.

Therefore, the null hypothesis can be rejected and the research hypothesis accepted.

2.2 It is hypothesized that increased education in both groups will be associated with greater acceptance of objectives.

Findings. The statistical results shown in Table 15 and Table 16 proved to be inconclusive for the analysis of variance provided an F value which was significant in only four objectives for the CX group and in two objectives for the LU group. The Scheffe multiple comparison of means also produced inconclusive results.

However, by simply scanning the means it appeared that there was a trend toward greater acceptance as education levels went up, even though they were not statistically significant. It was again evident that the acceptance level was higher in the CX group. It appears that higher education levels produce a lack of commitment or at least an unwillingness to lead.

TABLE 15

COMPARISON BETWEEN ACCEPTANCE MEANS OF OBJECTIVES OF THE C.S.C. BY CX STAFF BY EDUCATIONAL LEVEL

Objectives	Group I N	Group I Mean	Group I SD	Group II N	Group II Mean	Group II SD	Group III N	Group III Mean	Group III SD	Group IV N	Group IV Mean	Group IV SD	F Ratio	Scheffe Test
1.(a)	57	1.02	0.13	52	1.02	0.14	24	1.08	0.41	5	1.00	0.0	0.674	
(b)	48	1.33	0.69	47	1.38	0.77	33	1.35	0.78	5	1.00	0.0	0.421	
(c)	49	1.45	0.82	46	1.04	0.29	22	1.00	0.0	5	1.00	0.0	5.723**	Gr.I-III, II
2.(a)	53	1.11	0.42	48	1.25	0.64	23	1.00	0.0	5	1.60	0.89	2.724*	
(b)	53	1.21	0.57	50	1.00	0.0	24	1.00	0.0	5	1.40	0.89	3.862*	Gr.I-II
(c)	48	1.56	0.85	45	1.40	0.78	22	1.36	0.79	5	1.20	0.45	0.621	
3.(a)	56	1.05	0.30	53	1.02	0.14	25	1.16	0.55	5	1.00	0.0	1.226	
(b)	50	1.14	0.45	46	1.02	0.15	22	1.00	0.0	5	1.00	0.0	1.736	
(c)	50	1.46	0.73	47	1.23	0.52	22	1.09	0.43	5	1.00	0.0	2.705*	
(d)	50	1.24	0.52	46	1.26	0.57	22	1.00	0.0	5	1.00	0.0	1.881	
4.(a)	57	1.25	0.61	50	1.14	0.40	25	1.20	0.50	5	1.00	0.0	0.621	
(b)	47	1.23	0.60	49	1.18	0.53	22	1.27	0.63	5	1.20	0.45	0.140	
(c)	48	1.60	0.79	55	1.57	0.79	22	1.50	0.74	5	1.80	1.09	0.220	
5.(a)	57	1.21	0.56	52	1.10	0.36	25	1.16	0.47	5	1.00	0.0	0.727	
(b)	50	1.48	0.76	47	1.17	0.48	22	1.36	0.73	5	1.00	0.0	2.300	
Mean of Means		1.38			1.27			1.25			1.22			

TABLE 16

COMPARISON BETWEEN ACCEPTANCE
MEANS OF OBJECTIVES OF THE CSC
BY LU STAFF BY EDUCATIONAL LEVEL

Objectives	Group I N	Mean	SD	Group II N	Mean	SD	Group II N	Mean	SD	Group IV N	Mean	SD	F Ratio	Scheffe Test
1. (a)	25	1.00	0.0	24	1.08	0.41	32	1.13	0.49	29	1.00	0.0	1.058	
(b)	24	1.54	0.83	24	1.38	0.77	29	1.45	0.78	28	1.29	0.71	0.512	
(c)	24	1.38	0.77	23	1.52	0.90	30	1.13	0.43	28	1.00	0.0	3.855*	GR II-IV
2. (a)	24	1.25	0.68	24	1.38	0.71	30	1.56	0.90	28	1.14	0.52	1.833	
(b)	25	1.04	0.20	24	1.17	0.56	32	1.22	0.61	29	1.00	0.0	1.661	
(c)	24	1.50	0.72	23	1.70	0.97	30	1.60	0.86	28	1.07	0.38	3.563*	GR II-IV GR III-IV
3. (a)	25	1.12	0.33	24	1.33	0.76	32	1.25	0.62	29	1.07	0.37	1.283	
(b)	24	1.38	0.77	24	1.38	0.77	30	1.53	0.86	28	1.14	0.52	1.402	
(c)	24	1.46	0.78	25	1.52	0.87	30	1.50	0.82	28	1.29	0.71	0.495	
(d)	23	1.48	0.85	24	1.54	0.88	30	1.67	0.92	28	1.18	0.55	1.855	
4. (a)	25	1.36	0.76	24	1.41	0.77	31	1.45	0.81	28	1.21	0.57	0.577	
(b)	24	1.46	0.78	24	1.50	0.83	31	1.32	0.70	29	1.24	0.58	0.733	
(c)	24	1.79	0.83	23	1.74	0.92	31	1.52	0.77	28	1.29	0.66	2.230	
5. (a)	25	1.40	0.71	24	1.38	0.77	31	1.32	0.75	28	1.21	0.57	0.369	
(b)	25	1.76	0.83	24	1.42	0.78	31	1.58	0.89	29	1.38	0.73	1.205	
Mean of Means		1.49			1.53			1.52			1.25			

However, the null hypothesis cannot be rejected as the statistical procedures did not demonstrate conclusive differences.

2.3 It is hypothesized that increased service, in both groups, will be associated with lower acceptance of objectives.

Findings. As addressed earlier the heavy concentration of response from people with three months or less service made it not only desirable but necessary from a statistical point of view to create only two groups, those with more than three months and those with less than three months.

Table 17 shows the significant differences for the CX group. There were only three significant relationships and two of the three had negative T values which supports the hypothesis. Table 18, on the other hand, shows the significant relationships for the LU group. Within the later group there were eight significant relationships, all with a negative T value.

Table 19 summarizes the objectives which were found in both groups as a significant T value.

The results therefore are ambiguous. The comparisons mentioned above indicate the CX group did not produce any strong tendencies where the LU group did support the hypothesis. Therefore the null hypothesis cannot be rejected for the CX group but can be rejected for the LU group.

TABLE 17

SIGNIFICANT DIFFERENCES BETWEEN CX STAFF
UNDERGOING INDUCTION TRAINING AND
STAFF WORKING IN INSTITUTIONS

Instrument	3 months service			3 months service			T-value	Probability
	N	Mean	SD	N	Mean	SD	T	P
Objectives of CSC								
1.(b)	68	1.18	0.52	55	1.55	0.88	-2.75	0.007**
2.(a)	69	1.26	0.63	60	1.05	0.29	2.49	0.015*
5.(a)	74	1.05	0.28	65	1.26	0.59	-2.58	0.012*
VPI								
Social	76	5.76	4.31	66	3.50	3.44	3.42	0.001**
Status	76	8.70	2.20	66	7.48	2.41	3.14	0.002**
Infrequency	76	5.13	2.30	66	6.70	2.59	-3.82	0.000**
Acquiescence	76	11.43	4.95	66	9.85	4.40	2.00	0.047*
EPPS								
Order	60	11.40	4.45	53	13.79	4.98	-2.70	0.008**
Intraception	60	18.35	4.64	53	15.70	4.08	3.21	0.002**

*P = 0.05 or less
**P = 0.01 or less

TABLE 18

SIGNIFICANT DIFFERENCES BETWEEN LU STAFF
UNDERGOING INDUCTION TRAINING AND
STAFF WORKING IN INSTITUTIONS

Instrument	3 months service			3 months service			T-value	Probability
	N	Mean	SD	N	Mean	SD		
Objectives of C.S.C.								
2(a)	30	1.13	0.50	76	1.42	0.79	-2.22	0.029*
(c)	29	1.10	0.31	76	1.59	0.87	-4.25	0.000**
3(a)	32	1.00	0.00	78	1.27	0.64	-2.38	0.019*
(b)	31	1.03	0.18	75	1.49	0.83	-4.57	0.000**
(d)	29	1.03	0.19	76	1.63	0.91	-5.45	0.000**
4(a)	31	1.16	0.45	77	1.44	0.80	-2.29	0.024*
(b)	31	1.16	0.45	77	1.45	0.79	-2.42	0.018*
5(a)	30	1.00	0.00	78	1.45	0.78	-3.13	0.002**
(b)								
VPI								
Social	34	8.71	4.20	79	6.38	4.60	2.53	0.013*
Status	34	9.71	2.57	79	8.42	2.45	2.53	0.013*
Infrequency	34	3.50	2.31	79	5.25	2.78	-3.23	0.002**

*P = 0.05 or less
**P = 0.01 or less

TABLE 19

SIGNIFICANT DIFFERENCES FOUND IN BOTH CX AND LU GROUPS UNDERGOING INDUCTION TRAINING AND WORKING IN INSTITUTIONS

Groups		Objectives of the CSC		VPI		
		2(a)	5(a)	Social	Status	Infrequency
CX	N	69	74	76	76	76
3 months	Mean	1.26	1.05	5.76	8.70	5.13
Service	SD	0.63	0.28	4.31	2.20	2.30
CX	N	60	65	66	66	66
3 months	Mean	1.05	1.26	3.50	7.48	6.70
Service	SD	0.29	0.59	3.44	2.41	2.59
	T-value	2.49	-2.58	3.42	3.14	-3.82
LU	N	30	30	34	34	34
3 months	Mean	1.13	1.00	8.71	9.71	3.50
Service	SD	0.50	0.00	4.20	2.57	2.31
LU	N	76	78	79	79	79
3 months	Mean	1.42	1.45	6.38	8.42	5.25
Service	SD	0.79	0.78	4.60	2.45	2.78
	T-value	-2.22	-3.13	2.53	2.53	-3.23

VOCATIONAL PREFERENCE INVENTORY

The VPI is a screening inventory used to assess the suitability of the respondent for a given vocation. In this study it was used to determine if the staffing procedures used by the CSC resulted in people being placed in the positions for which they are best suited.

Research Hypothesis

3.1 It is hypothesized that there are significant differences in the means of CX and LU groups on the VPI scales.

Findings. Table 12 (p. 100) summarizes the difference in means. Of the 11 scales in the test, three had a P of .05 or less, and an additional four had a P of .01 or less. On the whole there were significant differences, therefore, the null hypothesis can be rejected and the research hypothesis was accepted.

3.2 It is hypothesized that the CX group will have higher means on scales associated with masculine traits, i.e. Realistic, Enterprising and Masculinity.

Findings. Table 12 (p. 100) shows a significant difference in means between the two groups for Realistic, Enterprising and Masculinity in the direction hypothesised. The results are consistent with previous perceptions which indicate that the security (CX) officers see their duties are more masculine, i.e. riot control, fire arms, and self

defence. Therefore, the null hypothesis is rejected and the research hypothesis is accepted.

3.3 It is hypothesized that the LU group will have higher means on scales associated with feminine traits, i.e. Social and Artistic.

Findings. Table 12 (p. 100) shows a significant difference in means between the two groups for Social and Artistic in the direction hypothesized.

This finding shows that the more feminine characteristics of Social and Artistic rate higher with the LU group which is again consistent with previous perceptions. Therefore, the null hypothesis is rejected and the research hypothesis is accepted.

3.4 It is hypothesized that the LU group will produce a greater mean score on Acquiescence.

Findings. Table 12 (p. 100) shows that the CX group had a mean score of 10.70 and the LU group had a mean score of 12.10 on Acquiescence (sociable, cheerful and frank). Therefore, the null hypothesis is rejected and the research hypothesis accepted.

3.5 It is hypothesized that the CX group will produce a greater mean score on Infrequency.

Findings. Table 13 (p. 102) shows that the CX group produced a mean score of 5.86 and the LU group produced a mean score of 4.73 on Infrequency (lacking talent and ability). Therefore, the null hypothesis is rejected and the research hypothesis accepted.

3.6 It is hypothesized that the higher the level of education for CX's the greater the mean scores on Realistic, Enterprising and Masculinity.

Findings. Table 20 shows no significant F ratio levels other than for Social; a Scheffe test showed no significant relationships. However, it was interesting to observe that in Realistic the means tend to decline with increased education, Enterprising and Masculinity are inconsistent. Therefore, the null hypothesis cannot be rejected.

3.7 It is hypothesized that the higher the education level for LU's the greater the mean scores on Social and Artistic.

Findings. Table 21 shows significant relationships. This finding was reinforced by the Scheffe test, for both Social and Artistic. It thus appears that increased education improves Social and Artistic preferences in the LU's. Therefore if it is desirable to have staff with these preferences, educational levels are of prime importance. Therefore, the null hypothesis is rejected and the research hypothesis is accepted.

EDWARDS PERSONAL PREFERENCE SCHEDULE

The EPPS was selected because of the comprehensive assessment of individual needs it provides. If conflict exists within the CSC the need of the groups in conflict

TABLE 20

COMPARISON OF VPI MEANS OF CX STAFF
BY EDUCATIONAL LEVELS

Scales	Group I N=58 Mean	SD	Group II N=53 Mean	SD	Group III N=25 Mean	SD	Group IV N=6 Mean	SD	F ratio	Scheffe Test
Realistic	7.02	3.88	5.68	3.72	6.36	4.30	3.67	4.03	2.008	
Intellectual	4.14	4.07	4.42	4.19	5.32	3.59	5.83	5.08	0.710	
Social	4.60	4.09	3.81	3.86	6.20	4.06	7.50	3.89	3.047*	
Conventional	2.82	2.88	2.60	3.07	3.00	3.06	1.83	0.75	0.311	
Enterprising	4.26	3.64	3.36	3.31	5.44	2.83	4.00	3.16	2.216	
Artistic	2.38	3.18	2.72	3.48	3.40	2.83	3.17	2.79	0.624	
Self Control	7.86	3.57	7.17	3.78	7.44	3.83	9.83	3.54	1.083	
Masculinity	8.76	2.07	9.04	2.03	9.16	1.95	7.67	3.44	0.978	
Status	7.72	2.37	8.34	2.37	8.44	2.18	9.00	2.97	1.122	
Infrequency	6.19	2.73	5.49	2.30	5.76	2.42	6.33	3.56	0.770	
Acquiescence	10.03	5.45	10.51	4.25	12.44	3.64	11.50	5.09	1.600	

TABLE 21

COMPARISON OF VPI MEANS OF LU STAFF
BY EDUCATIONAL LEVELS

Scales	Group I N=25 Mean	SD	Group II N=25 Mean	SD	Group III N=34 Mean	SD	Group IV N=29 Mean	SD	F ratio	Scheffe Test
Realistic	5.72	3.93	5.20	3.10	5.91	4.10	3.28	2.70	3.428*	GR III-IV GR I-IV
Intellectual	3.96	4.13	3.20	3.32	6.65	5.28	6.00	5.06	3.578*	GR III-II
Social	6.36	4.89	4.56	4.35	8.00	4.26	8.79	3.99	5.007**	GR III-II GR IV-II
Conventional	3.60	4.12	2.80	3.33	4.12	3.72	1.69	2.33	2.869*	GR III-IV
Enterprising	6.20	4.62	4.00	3.57	6.00	3.93	4.38	4.17	2.047	
Artistic	3.96	4.10	2.36	2.97	5.12	4.28	5.66	4.31	3.595*	GR IV-II GR III-II
Self Control	7.60	3.64	8.84	3.37	7.15	3.71	8.17	3.75	1.154	
Masculinity	8.12	2.19	8.84	1.21	8.00	1.92	7.69	2.51	1.524	
Status	7.72	2.48	7.24	2.09	9.12	2.25	10.72	1.93	13.951**	GR IV-II, I, III GR III-II
Infrequency	5.24	2.30	5.44	2.69	4.82	2.92	3.55	2.73	2.741*	GR II-IV
Acquiescence	11.20	4.96	10.24	5.12	13.12	6.00	13.28	4.59	2.206	

may promote conflict, therefore, an assessment of individual needs may reveal where these are rooted.

Research Hypothesis

4.1 It is hypothesized that there are significant differences in means of CX and LU's on personality variables as measured by the EPPS.

Findings. Table 13 (p. 102) shows a P level of 0.05 or less for Dominance and a P level of 0.01 or less for Deference, Autonomy, Abasement and Endurance. In all significant variables except Autonomy and Dominance the T value was positive which indicates a higher score by the CX group. Therefore, the null hypothesis is rejected and the research hypothesis accepted.

4.2 It is hypothesized that CX staff have higher mean scores on needs associated with their role, i.e. Achievement, Order, Autonomy, Dominance and Heterosexuality (EPPS).

Findings. Table 13 (p. 102) shows in all of the variables of Achievement, Autonomy, Dominance and Heterosexuality, the T values were negative indicating that the LU's scored higher than the CX's on these variables. Therefore, the null hypothesis is rejected and the research hypothesis accepted.

4.3 It is hypothesized that the LU staff have higher mean scores on needs associated with their role, i.e. Affiliation, Intraception, Succorance, Nurturance and Change.

Findings. Table 13 (p. 102) shows a positive T value for Affiliation and Intraception and a negative value for Succorance, Nurturance and Change. Therefore, null hypothesis cannot be rejected.

4.4 It is hypothesized that the higher the education level for CX's, the higher the need for Achievement, Order, Autonomy, Dominance and Heterosexuality.

Findings. Table 22 shows no significant F ratio level for all but Order and the Scheffe reinforces the F ratio in part. However, observation does indicate a lowering of need level as the education level goes up for Achievement. The others are inconclusive. Therefore, the null hypothesis cannot be rejected.

4.5 It is hypothesized that the higher the education level for LU's, the higher the need for Affiliation, Intraception, Succorance, Nurturance and Change.

Findings. Table 22 shows that there are no sifnificant F ratios for Affiliation, Intraception, Succorance, Nurturance and Change. The Scheffe Test also proved to be non-productive in this regard. However, again a review of the mean does indicate a positive trend in Affiliation, Intraception and Nurturance; a negative trend in Succorance and Change was inconsistent. Due to the lack of consistent trends, the null hypothesis cannot be rejected.

SUB-PROBLEMS

This section will restate the problems and suggest

TABLE 22

COMPARISON OF EPPS MEANS OF CX STAFF
BY EDUCATIONAL LEVELS

Variable	Group I N=48 Mean	SD	Group II N=39 Mean	SD	Group III N=21 Mean	SD	Group IV N=5 Mean	SD	F ratio	Scheffe Test
Achievement	14.04	3.90	14.59	4.61	14.90	4.32	11.60	3.05	0.951	
Deference	13.63	4.60	12.79	3.47	11.14	3.38	11.20	4.32	2.128	
Order	13.54	5.08	12.77	4.18	9.90	4.36	11.80	6.46	2.980*	GR I-III
Exhibition	12.50	3.87	12.97	3.15	13.52	4.21	14.60	5.18	0.712	
Autonomy	11.63	4.07	11.87	3.79	11.52	3.67	13.80	5.76	0.489	
Affiliation	13.96	3.61	12.72	4.52	13.05	4.54	14.00	5.61	0.704	
Intraception	16.77	4.20	17.36	4.52	17.33	5.39	17.40	5.90	0.147	
Succorance	9.83	5.05	9.41	4.08	10.29	4.96	13.40	4.98	1.107	
Dominance	15.33	5.31	14.90	5.09	17.57	5.53	12.60	8.41	1.673	
Abasement	13.25	5.02	13.90	5.41	12.38	4.65	15.40	5.94	0.665	
Nurturance	13.67	3.97	12.77	5.57	15.10	5.92	16.40	5.03	1.480	
Change	14.88	4.51	14.79	4.78	15.24	4.94	19.20	5.36	1.355	
Endurance	17.27	5.46	16.05	5.03	15.48	4.48	12.80	3.27	1.596	
Heterosexuality	15.33	6.96	17.08	5.80	17.00	6.61	13.20	5.26	0.994	
Aggression	12.52	3.89	14.87	3.71	14.90	3.99	12.80	6.30	3.266*	GR II-I

TABLE 23

COMPARISON OF EPPS
MEANS OF LU STAFF BY EDUCATION LEVELS

Variable	Group I N=19 Mean	SD	Group II N=18 Mean	SD	Group III N=25 Mean	SD	Group IV N=23 Mean	SD	F ratio	Scheffe Test
Achievement	13.78	4.39	14.61	5.45	16.24	3.88	16.30	4.68	1.754	
Deference	11.68	3.71	11.56	3.76	10.24	4.02	10.91	3.30	0.701	
Order	13.47	5.36	14.56	5.11	10.40	5.18	11.35	4.78	2.924*	GR II-III
Exhibition	12.68	3.68	13.11	3.03	13.88	4.32	14.52	3.33	1.031	
Autonomy	13.37	4.69	14.06	3.17	14.24	3.95	12.78	4.40	0.599	
Affiliation	12.32	4.52	12.83	5.07	13.92	3.48	13.65	5.26	0.549	
Intraception	15.26	5.56	13.50	3.87	16.40	5.42	17.74	4.97	2.561	GR IV-II
Succorance	10.32	4.87	10.28	4.51	10.00	4.90	9.39	4.62	0.174	
Dominance	16.95	4.24	16.17	5.87	18.00	4.38	17.09	5.00	0.511	
Abasement	13.95	4.99	12.28	5.62	10.20	5.11	9.96	4.06	3.021*	GR I-IV
Nurturance	14.26	5.32	14.56	4.10	14.12	4.76	15.48	6.04	0.324	
Change	16.00	3.51	15.06	3.69	17.00	5.00	16.35	4.97	0.691	
Endurance	15.21	5.97	13.83	5.07	14.56	4.89	13.43	5.51	0.446	
Heterosexuality	17.16	6.35	17.83	6.28	16.20	6.23	17.35	5.92	0.273	
Aggression	12.95	5.23	14.78	3.44	14.24	5.08	13.30	3.90	0.680	

an answer. Once again the findings are based on demographic data from the questionnaire, data from assessment of Objectives of the CSC, data from VPI, and data from EPPS.

1. Is there a difference in the hierarchy of personal needs between CX and LU staff?

Findings. Tables 24 and 25 show the hierarchy of means for CX and LU groups. Differences in needs are evident, however, the rankings, especially in Table 24, do not reveal as much difference as expected. Indeed, the top needs of both groups are the same only in an altered order. The CX group gave relatively high scores to Intraception, Endurance, Heterosexuality, Dominance and Change, the LU's to Dominance, Heterosexuality, Change, Intraception and Achievement. Relatively low means were: Exhibition, Deference, Order, Autonomy and Succorance for the CX group, where the LU's selected Affiliation, Order, Abasement, Deference and Succorance. Both groups scored relatively low on Succorance and Deference which suggests a tendency toward independence and self-reliance. The relatively high Dominance, Heterosexuality, Endurance are also in keeping with a self-reliant personality. Both rate Intraception relatively high which may be because of the requirement to constantly observe inmate behaviour and detect any change.

2. Does the hierarchy of personal needs change with length of service?

TABLE 24

HIERARCHY OF PREFERENCES FOR CX AND LU STAFF BASED ON THE VOCATIONAL PREFERENCE INVENTORY

Scale	CX Means N=142	Rank	LU Means N=113	Rank
Acquiescence	10.70	1	12.10	1
Masculinity	8.89	2	8.81	3
Status	8.13	3	8.13	2
Self Control	7.61	4	7.89	4
Realistic	6.26	5	7.08	8
Infrequency	5.86	6	5.19	9
Social	4.71	7	5.12	5
Intellectual	4.52	8	5.04	7
Enterprising	4.12	9	4.73	6
Conventional	2.73	10	4.39	11
Artistic	2.72	11	3.09	10

TABLE 25

HIERARCHY OF NEEDS FOR CX AND LU STAFF BASED ON EPPS RESULTS

Variable	CX Means N=113	Rank	LU Means N=85	Rank
Intraception	17.11	1	17.13	3
Endurance	16.32	2	17.07	7
Heterosexuality	16.15	3	16.19	2
Dominance	15.48	4	15.89	1
Change	15.11	5	15.32	3
Achievement	14.28	6	14.61	5
Aggression	13.79	7	14.25	8
Nurturance	13.74	8	13.81	6
Abasement	13.41	9	13.62	13
Affiliation	13.36	10	13.61	11
Exhibition	12.95	11	13.26	9
Deference	12.77	12	12.22	14
Order	12.52	13	11.41	12
Autonomy	11.79	14	11.02	10
Succorance	9.93	15	9.96	15

Findings. Table 18 (p. 117) shows that there is significant change at least in the transition from less than 3 months to greater than 3 months, however the changes are in areas not associated with role.

3. Are security staff and treatment staff placed in jobs consistent with their preferences?

Findings. Table 24 (p. 129) and Table 12 (p. 100) show that there are statistically significant differences in means of preference. In the hierarchy of preferences they do not differ a great deal, indeed the top four in each group, as shown in Table 24 (p. 129) are the same but in slightly different order. In terms of Realistic vs Social, the CX group related Realistic higher where the LU group rated Social slightly higher which indicates at least some matching of preferences with job placement.

4. Does the CSC hire people with characteristics which are compatible with their role requirements?

Findings. With reference to the VPI for example, it has been pointed out earlier that the mean scores give a hierarchy of personal preferences, therefore it is possible to refer to relatively high or relatively low mean scores. If it is accepted that a CX's mean score should be Realistic and Masculine and an LU's mean score should be Social and Artistic, as specified in Table 12 (p. 100), the results confirm a good fit. If Dominance, Heterosexuality and Autonomy are accepted as desirable

qualities for CX personnel, as specified in Table 13 (p. 102), then the fit is not good for the LU's tend to have higher scores. This anomaly may be caused by the more aggressive CX's seeking LU positions because of the additional pay.

SUMMARY OF DISCUSSION AND FINDINGS

Chapter V presents an analysis of the data found in Chapter IV. As the possible number of relationships between eight questions in the questionnaire, 15 objectives, 11 scales in the VPI and 15 variables in the EPPS, was abundant and perhaps often redundant, an effort was made to limit the scope of analysis. The chapter therefore deals with only those relationships which appeared relevant.

Statistical methods of analysis were employed to test the data from 255 returns. The results reveal that there are few significant demographic differences between CX and LU groups, the exception being (1) length of service, and (2) education, with the LU's showing greater levels in both cases.

Overall the data indicated a strong acceptance of the "Objectives of the CSC." The exception to this trend being the objectives dealing with personnel administration. Here the CX group expressed significantly more positive opinions. There was also evidence that the longer the individual was in the service the more negative

his attitude toward the objectives.

Data from the VPI indicated significant differences between CX and LU groups. These indicators showed CX's have a Realistic-Masculine stance while LU's favour a Social-Artistic bias. However, the hierarchy of needs expressed by both groups showed striking similarities which were not in keeping with previously held opinions. It also appeared that the LU's were more positive about life, which did not change significantly with longer service.

The EPPS showed that the two groups were alike in many ways; however, where differences were manifested it was often in opposition to hypothesized directions. (Table 13, p. 102).

Survey of Characteristics of CSC Staff (Questionnaire)

This part of the study was designed to provide basic demographic data regarding the CX and LU groups. This information in essence provided a profile of the groups under study. Initially it was assumed that if these groups are in conflict there must be fundamental differences which serve as a basis for the conflict. It was therefore hypothesized that differences would be found in demographic characteristics along with differences in values, preferences and needs surfaced through the three test instruments.

The differences in demographic data between the CX

and LU groups are not great; however, some were unexpected. For example the time related question of time in classification, time in service and age revealed that the subjects were either relatively new in the service or established with few in between. The average age was in the mid thirties. This condition probably results from the high staff turnover experienced by the CSC in recent years, particularly in Alberta area institutions. There also appears to be a relationship between the location and age of the institution and the age and stability of staff. For example, Bowden is the oldest institution and is located in an area where it is the principle employer, resulting in low staff turnover whereas at Edmonton the reverse is true.

The most often mentioned previous employers were the military, Provincial Correctional Services and tradesmen. However, the high percentage of unspecified "others" made any comparisons statistically invalid.

Education, as a characteristic, appeared to offer promise as an evaluation yardstick. Indeed, it was used extensively later in the study. It will suffice at this point to observe that the bulk of the CX and LU groups meet the basic standard suggested by the parliamentary committee. The LU had a higher education level. Education appears to be valued by LU selection committees and is probably used as a standard when selecting CX's for promotion.

The question on marital status was not pursued as it did not provide any unexpected results and may also be time related.

There appeared to be some potential for conflict between CX and LU groups, mainly in the education characteristic. Due to this difference it may generate feelings of superiority in the LU's with resentment and divisions based on in-group, out-group sentiments within the CX's. However, with the exception of education the demographic differences were minimal.

Objectives of the CSC

This instrument was used in order to assess the subject's commitment to the goals of the system. To a degree the objectives themselves specify roles within the Service. As a sub-system of the criminal justice system, or to be more specific in this case the Ministry of the Solicitor General, the CSC has a number of sub-systems to meet its objectives. These roles are specified and assigned within the overall mandate. It was deemed valuable to establish if there was a disagreement between the CX and LU groups over the validity of the objectives and if discrepancies existed what were the areas of disagreement or conflict?

The findings indicated a universal acceptance of the objectives. There were, however, some statistically significant differences between acceptance levels of CX

and LU staff. A limited conflict in values did manifest itself in the area of personnel management and, ironically, the development of an effective justice system through research.

The concern over personnel functions was of greater interest to the CX group, which implies they are concerned about staff selection and development, working conditions, and planning for change is not being satisfied.

There appeared to be a trend which indicated that higher levels of education correlated with greater acceptance of the objectives in the CX group. In the time related study the new LU's indicated higher acceptance levels than the older LU's

Thus, it appears there were few fundamental differences in the acceptance of the CX and LU groups which could lead to conflict. Indeed, the level of adherence to an underlying value system, as stated by Coser (1969:151), suggests that any conflict which does exist is superficial rivalry. Such rivalry is probably a healthy form of competition which keeps any organization alive and vital.

Vocational Preference Inventory

An analysis of the data from the VPI revealed that the CX and LU groups are quite similar in the priorization of preferences with Acquiescence, Status, Masculinity and Self-control being the top four in both cases. Holland

(1978) concludes that status is a measure of self-esteem, where Masculinity aids in determining sex-typing and acceptance of male role in the workplace. Self-control marks a responsible non-pleasure seeking, insecure individual. Both groups placed Acquiescence as the ultimate level indicating a sociable, dominant, enthusiastic outlook. Therefore both groups were pictured as conservative and controlled.

The statistical differences occurred in the predicted scales. The LU's for example excelled in the Social, Artistic, Status and Acquiescence scales, which suggest a style in keeping with their role. This tendency was more pronounced in the recruits than in older staff. The CX's on the other hand, were superior to the LU's on the Realistic, Masculine and Infrequency scales. These preferences are in keeping with the CX role, other than for Infrequency.

Higher education affected the above mentioned scales in a positive way with the LU's and had a negative impact on the CX preferences.

Again there appeared to be little significant difference between the group preferences; indeed there was more harmony than discord. The differences were hardly of an order which would foster conflict of a destructive nature. Where differences do exist they may be dictated by the role of a CX or LU within the system.

Edwards Personal Preference Schedule

The EPPS was designed as an instrument for research to provide a convenient measure of independent personality variables (Edwards, 1959). As with the VPI, the CX and LU results from the EPPS were similar. Both groups scored high for Intraception, Heterosexuality, Dominance and Change. On the other end of the hierarchy both groups scored relatively low on Succorance, Deference, Autonomy and Order. The high score on Intraception suggests, for example, a role related tendency, for both groups are expected to constantly observe and interpret inmate behaviour. The strength of Heterosexuality and Dominance are reflections of macho values associated with the role. The need of change may be frustrated in the system as it exists for there are few chances for inter-institutional transfers and upward mobility beyond the CX levels is limited. The lower scores of Succorance and Deference suggests a need for independence or self-reliance. The low rating of autonomy is difficult to rationalize, however, low need for order is a reflection on an abhorrence of excessive structure.

In the above-mentioned results there appears to be little in the way of conflicting needs. The groups have needs which are not very different, and where the differences occur they appear to be role related. The stress placed on Dominance, Heterosexuality, Endurance and Intraception implies a trend toward conservatism and

a need for self-respect and self-esteem.

A career in the CSC makes demands on an individual which are unique. This occupation calls for staff to routinely work in isolation from their peers while surrounded with frequently hostile, at best indifferent, inmates. In extreme cases the officer's life may be at risk. Recruits selected to work under these conditions must exhibit the self-reliant qualities inherent in the variables of Dominance, Heterosexuality and Endurance.

DISCUSSION OF IMPLICATIONS

Scholarly comments about a correctional officer's work can be disturbingly inaccurate if they fail to appreciate all the complex factors which interact within the officer's working environment. Indeed, some of the system's harshest critics are those with the least exposure to the realities of correctional work. Although this study can do little to duplicate the occupational actualities faced by correctional, treatment and security staff, it may serve to interpret the empirical data and suggest application of this knowledge to the recruitment, training and development of staff.

The findings support the notion that there is a limited basis for conflict between CX and LU groups based on their values, preferences and needs. Therefore the type of individual being recruited is compatible with the system.

Through whatever method is being applied the staff selection procedure appears to be effective.

Both groups value being Masculine, with all its cultural implications, and Dominance along with rejecting Succorance and Deference. These values transfer into an image of physical and emotional strength, independence of mind and action, physiologically resistant to change. These characteristics spell survival in a system filled with ambiguity.

With this psychological data in mind any training programme for correctional officers should integrate these needs for self-assertiveness, initiative and self-esteem, within defined guidelines. Therefore, the training should build a commitment to clearly defined ideals, group integration, professional standards and methods and pride in the Service. If this can be accomplished the new or experienced correctional officer will be able to withstand the psychological battering he is destined to receive. For it is the strength which can be drawn from identification with a system with clearly defined expectations and standards of performance which will provide a barrier against anomie.

The self-assertiveness and self-esteem sought out and encouraged in the mature officer can only find fulfillment for many in a leadership role. The system must provide development programmes to meet this need. In a nutshell, the conflict that would remain could be

resolved through eliminating the pay differential between groups and requiring all correctional officers to wear uniforms, thus eliminating the two most obvious remaining differences.

It is suggested that correctional administrators should be more cognizant of the effects of values, preferences and needs and adapt their mode of personnel administration accordingly.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Included in this chapter is a brief description of the purpose of the study. A second section consolidates the accumulation of data and links it to the bank of established knowledge found in the literature and culminates in conclusions. The final section makes recommendations for the application of the conclusions and suggests areas in need of further research.

SUMMARY

The summary consists of a brief description of the problem, methodology and findings.

The Problem

The purpose of this study was to analyse the potential for conflict which exists between treatment staff and security staff within correctional institutions of the CSC (Prairie Region). The groups under study were assessed from four main prospectives. First, fundamental differences in background were evaluated based on demographic data gleaned from a questionnaire. In addition possible feelings of alienation were surveyed through gauging the acceptance of management objectives. This

study also investigated the vocational preferences of the groups to determine the existence of possible conflict between the requirements of the system and personal preferences of group members. Finally, an exploration of basic personality types, within the groups, to determine whether conflict results from conflicts of personality or role expectations. A search of the literature did not reveal any studies where these variables were measured and applied to the problem of intraorganizational conflict within correctional institutions.

The Literature

In order to provide a theory base for this study a variety of alternative models were explored. The models considered most useful in the analysis were conflict theory, systems theory and role theory. Two of these theories were well established. The first one rests on the assumption that the individual is governed primarily by social conflict. A second sees society as a machine, thus roles allow the individual to mesh with other components. The last model is a more recent approach, an interaction model, it is well labeled as the open systems approach.

Thompson and Van Houten (1970:59) employed these same basic theories in their theory review. After taking a penetrating look at conflict, role and systems theory they conclude:

> Man's concept of himself guides his interaction with the environment, thus making for continuity and orderly development in spite of physiological and social life cycles which force man to change.

With this inner-directed concept of intragroup conflict in mind two instruments were selected to provide insights into the values, preferences and needs which contribute to the concept of self.

The Procedure

In order to secure the information necessary to analyse the problem 326 Correctional Officers (CX and LU), in three major institutions of the CSC (Prairie Region), were asked to participate.

A questionnaire and three test instruments were utilized for the collection of data: (1) Objectives of the Correctional Service of Canada (09 November, 1978), (2) Vocational Preference Inventory (VPI), and (3) Edwards Personal Preference Schedule (EPPS). The Objectives of the CSC were developed by the Senior Management Committee (SMC) and serve as a bench mark for policy making by the Commissioner of Corrections and his senior staff officers. The VPI was designed as a personality inventory. It provides clusters of personal characteristics based on occupational likes and dislikes. The VPI yields a broad range of information about the individual's interpersonal relations, values and self-concept. At the same time, the

VPI is useful in assessing vocational interests (Holland: 1978). The EPPS was designed for research and counselling purposes. It provides a measure of a number of independent personality variables based on a list of manifest needs conceived by H. A. Murray et al (Edwards:1959). Both the VPI and the EPPS have established reliability and validity.

The approval to conduct the research was requested and secured from the Regional Director General, next the Wardens and senior staff of the three institutions selected were brifed. Local representatives of the Union of Solicitor General Employees &USGE) were also briefed and their support solicited.

Following the data collection all instruments were scored by hand and the results recorded on PDC 5025 cards. The information was then processed by the University of Alberta Computing Service.

Initially the data were supplied in simple frequency tables with no interpretation. Subsequently all information was classified by CX and LU groups. First the t-test was used to determine just how great the difference was between the two means for each objective, scale and variable. Where graduated levels were established, (e.g. education levels) the F value was evaluated and later supplemented with the Scheffe method of posteriori comparisons. In order to eliminate some variables which appeared to be measuring the same condition a Pearson

Correlation Coefficient provided a basis for comparison.

CONCLUSIONS

The conclusions presented in this section are based on the process described above and related to the concepts found in the relevant literature.

The Findings

Four principle sources of data resulted in four major hypotheses which were stated with several secondary hypotheses posed under each. These hypotheses were stated in order to determine the potential for intraorganizational conflict within the CSC and its impact on the recruitment, training and development of staff. An additional four ancillary questions were asked with the aim of applying the knowledge gained through the hypothesis testing.

The first source, the questionnaire, involved three hypotheses relating to differences between CX and LU demographic backgrounds. The findings revealed that the significant differences between the groups were in the areas of time in the CSC and education levels. The LU group had longer service, the CX group was slightly older and the LU group had higher educational levels.

The second instrument; the Objectives of the CSC, lead to the following conclusions. The staff, represented by both groups, accept the Objectives of the CSC as valid. Significant differences revealed themselves in objectives

dealing with personnel administration and research. There was no statistical evidence to support the notion the greater acceptance goes with higher education levels. There was, on the other hand, some evidence to indicate that LU's with longer service were not as stong in their support of the objectives.

The third hypothesis explored the difference between CX and LU staff preferences based on the VPI. In short, there are relatively few differences in terms of each group's hierarchy; however, the CX group did show higher mean scores on role related scales. The same relationship to job related preferences held true for the LU group. The LU group also showed a strength on scales which would indicate a conventional outlook where CX group showed less strength on traits associated with resourcefulness.

The final concern involved the examination of personality variables disclosed by the EPPS. This instrument revealed relatively few significant differences in terms of hierarchy of need. Where differences were evident the CX group excelled in role related needs as did the LU group. Education level did not appear to have a consistent influence on needs.

Following the hypothesis testing, four sub-problems were addressed. The results indicated the following:

1. There are few significant differences in the hierarchy of need for the CX and LU groups.

2. There are few significant changes in the needs hierarchy with increased service in role related areas.
3. The CX and LU groups do show some significant bias toward role related variables.
4. The CSC does hire staff with characteristics compatible with their roles in the system.

RECOMMENDATIONS

The Summary and Conclusions section of this chapter made it clear that in spite of previously held opinions, which were reinforced by the literature, there was little basis for the assumption that treatment and security staff were engaging in a dysfunctional conflict, at least in Alberta area institutions. It is difficult to address the problem of how to correct conflict when the empirical evidence indicates that it does not exist at the levels anticipated. However, the following suggestions are offered for future research efforts in this general topic area:

1. Replicate this study's research with a larger sample. By using Pacific Region institutions the size of the sample could be substantially increased allowing for the statistical analysis of several characteristics such as the change in attitudes over time. Due to the cross-sectional design of this study it does not allow for conclusive statements about change that may occur

to individuals unless a large sample representing a variety of experience levels would provide such an opportunity.

2. As recruits soon realize that the Penitentiary Act, Penitentiary Service Regulation, Regional Standing Orders, institutional standing orders, Criminal Code and philosophical statements like the Objectives of the CSC are a gross and crude guide to his actions and attitude on his post, thus, he must take into account a multitude of factors before deciding how to deal with inmates, other staff or the public. It would further our knowledge of how to encourage officers to take on attitudes and values consistent with meeting the objectives of the Service if their objectives could be determined. Therefore, as a suggestion for further study it is suggested that in place of reacting to laid-on objectives, officers be asked to define their own objectives for the CSC in the light of public expectations. Findings such as this could reveal ambiguity and confusion which could cause conflict and perhaps require remedial training and development.

3. Replication of this study with a comparison between male and female Correctional Officers. Since this study was proposed, female Correctional Officers have

been introduced into the system. As a possible source of role conflict it would be useful to compare the values, preferences and needs of female CX and LU officers, taking into account an all male inmate population and the machismo, expressed by the subjects in this study.

4. Replication with greater emphasis on the values, preferences and need of officers based on their security level. Correctional Officers in maximum security institutions are concerned, both directly and indirectly, with man's inhumanity to man, it would appear almost inevitable that Correctional Officers constantly working in this environment would develop a pessimistic view of the world.

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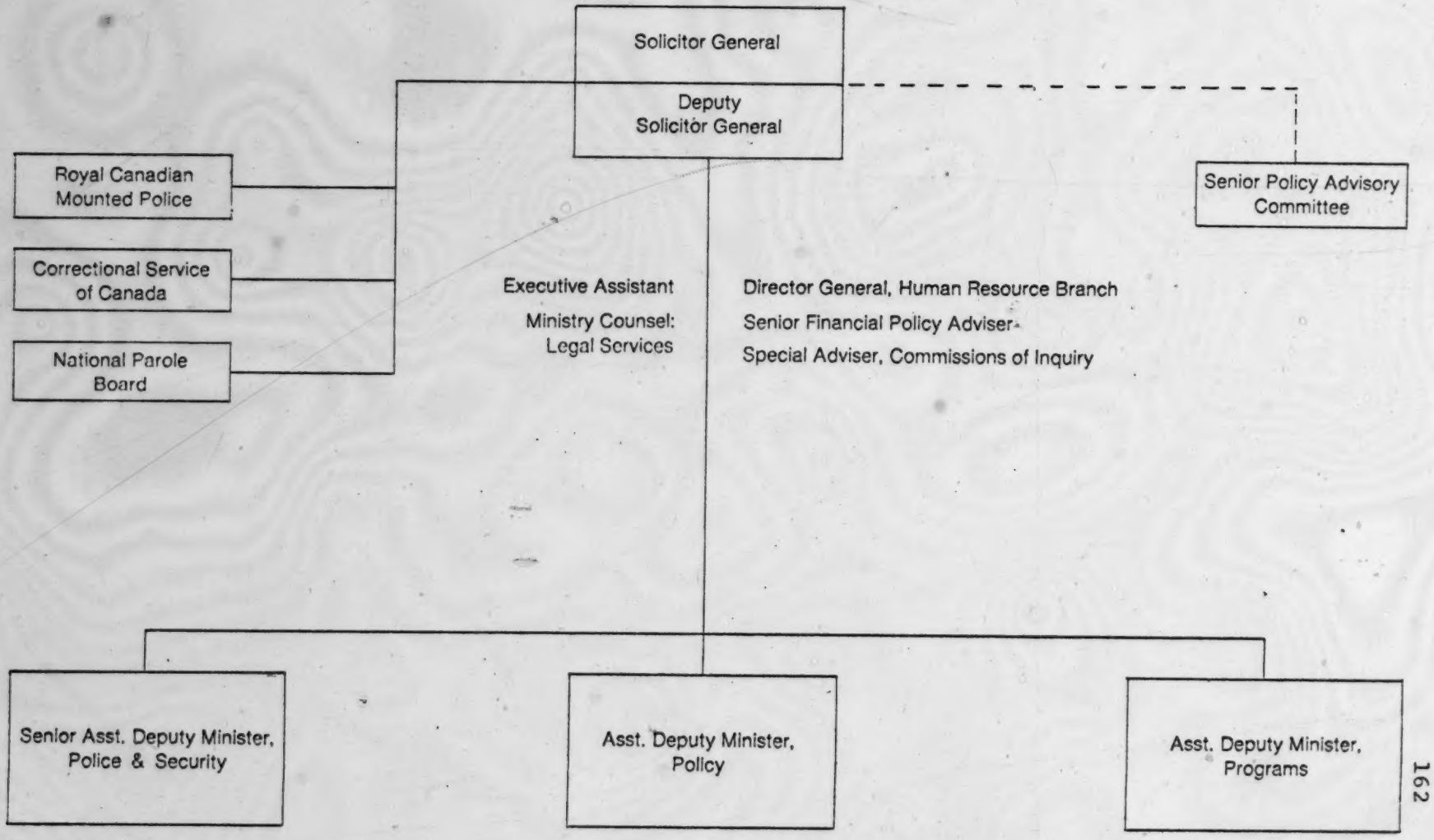
APPENDICES

APPENDIX A

ORGANIZATION CHART - MINISTRY OF THE SOLICITOR GENERAL

ORGANIZATION CHART — SECRETARIAT OF THE MINISTRY OF THE SOLICITOR GENERAL

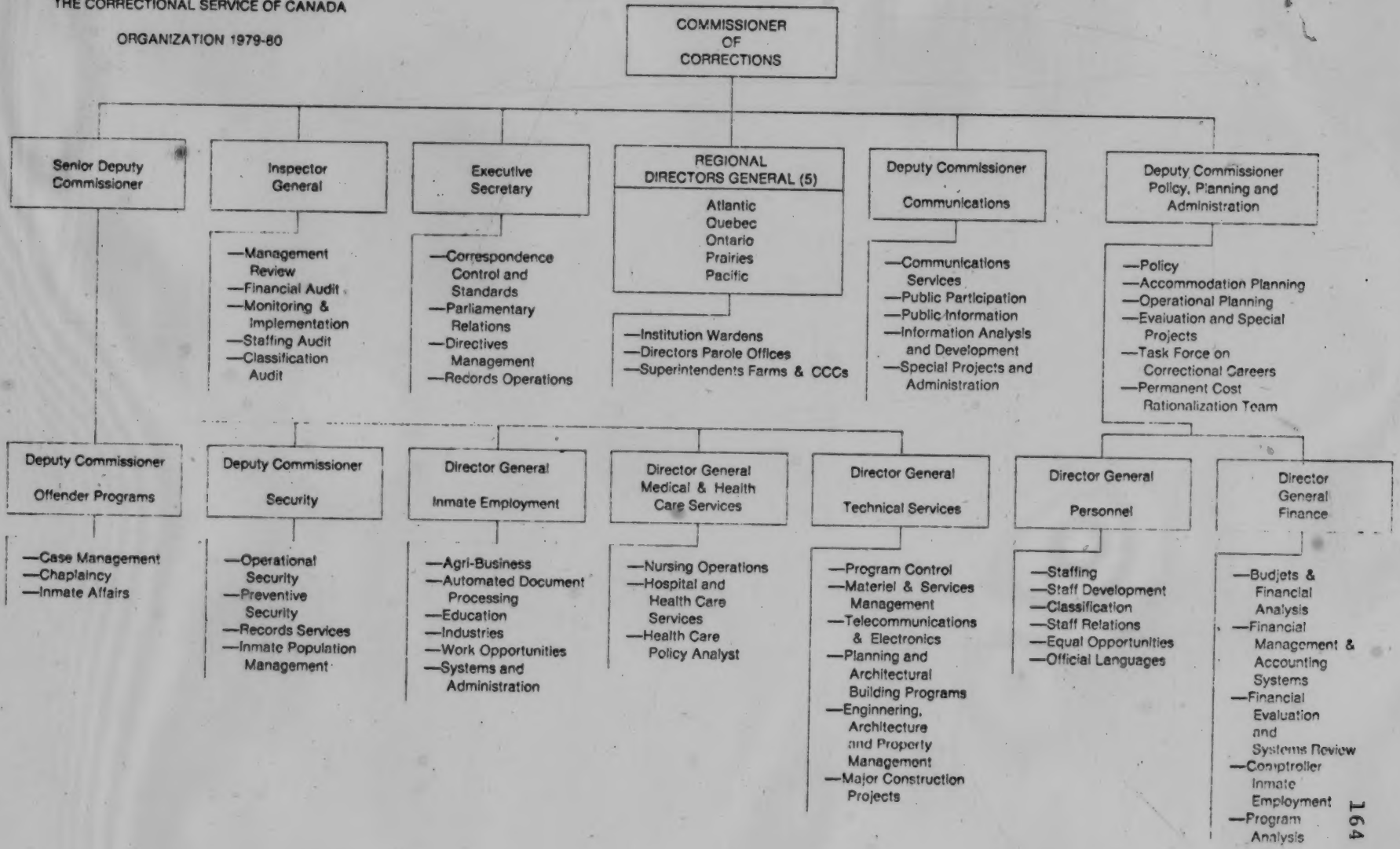


APPENDIX B

ORGANIZATION CHART - THE CORRECTIONAL SERVICE OF CANADA

THE CORRECTIONAL SERVICE OF CANADA

ORGANIZATION 1979-80



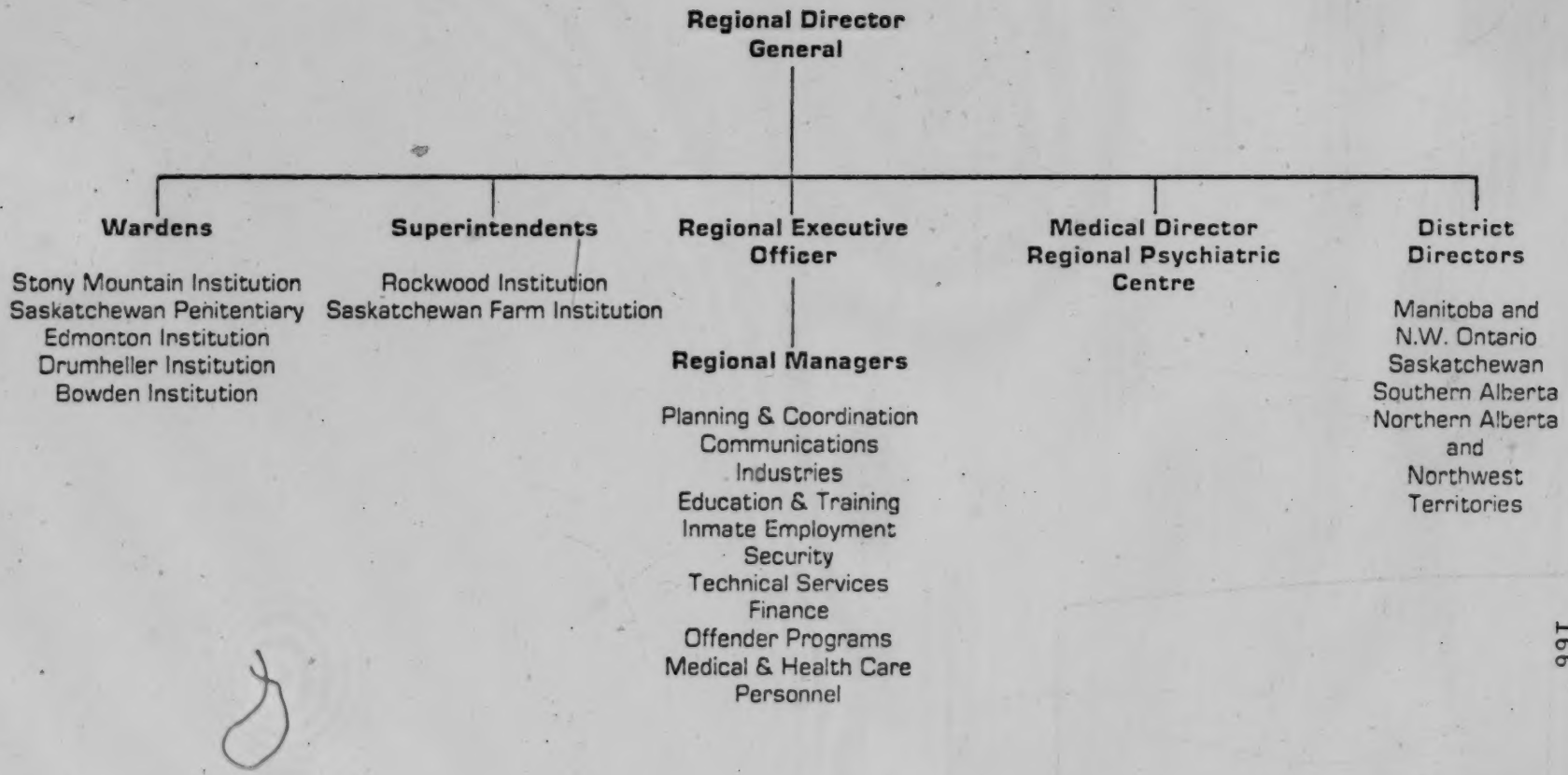
APPENDIX C

ORGANIZATION CHART - CORRECTIONAL SERVICE OF CANADA
PRAIRIE REGION

Correctional Service Of Canada

Prairie Region

Organization



APPENDIX D

CAREERS ADVERTISEMENT

Careers Journal

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Career Opportunity Advertisements
Phone 425-9120, Extension 243, 246, 278, 259

HAVE YOU PLANNED YOUR CAREER?

there are opportunities in
The Correctional Service
of Canada

Perhaps you are well on your way into a career, but want to try other work. Or you are thinking of starting a career. There's an opportunity for male and female Correctional Officers in federal institutions. We are seeking dedicated, well-qualified persons to join our security force. The work is demanding, requiring patience, an ability to relate well to people, and answer emergencies calmly. Career planning is encouraged, supported by training in the Service's staff colleges before assignment to duties in an institution.

If you are interested in a different working environment, we can offer you salaries starting at $19347 as a custodial officer with regular increments to $25177, at levels one and two, or $23302 as an officer working with inmates in the living units, increasing to $27052, complete sick and pension benefits, full uniform, and annual and statutory leave. Advancement, through career progression, can take you higher into the correctional group, or other positions in the Service.

Please send résumé of work and education quoting reference **123-21** *to:*

National Staffing Officer (Correctional Group)
Personnel Branch
The Correctional Service of Canada
340 Laurier Avenue West
Ottawa, Ontario K1A 0P9

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APPENDIX E

PACKET SENT TO RESPONDANTS

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA
T6G 2G5

December 9, 1980

Dear Sir:

The enclosed questionnaire and tests are designed to obtain information concerning the interaction between treatment and security staff at the Correctional Service of Canada (CSC) institutions within the Prairie Region. I propose to do this evaluation by asking each of the men employed as CX COF or CX LUF to complete the enclosed documents. The responses will be used as a guide for future selection, training and development of staff and as a partial fulfillment of the requirements for a Ph.D. in Educational Administration at the University of Alberta. Permission has been obtained from the Regional Director General and the Warden of your institution to conduct this study. In each institution the local representative of the Union of Solicitor General Employees has been consulted and made aware of the content and purpose of this undertaking.

As a participant in this study I am requesting that you provide the following help:

(1) Complete the "Survey of Characteristics..." pages 1 and 2.

(2) Complete page 3 with reference to the "Objectives of the Correctional Service of Canada". Please check-off yes, no or undecided in answer to the question "Do you feel these are valid objectives for the CSC?"

(3) Complete the Vocational Preference Inventory (VPI) on answer sheet attached. Please do not mark on question sheet.

(4) Complete the "Edwards Personal Preference Schedule" (EPPS) on answer sheet attached. Once again please do not answer in EPPS question booklet.

.../2

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The objective of this study is to investigate staff interaction, therefore it is not necessary for you to supply your name on any of the answer sheets. All replies will be processed at the University which will assure complete confidentiality.

Your responses are vital to the successful completion of this study, therefore I would appreciate your co-operation in completing these document as quickly and as accurately as possible.

Thank you for your assistance it is sincerely appreciated.

Yours truly,

Vaughn Alward

V.H. Alward

Atts.

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SURVEY OF CHARACTERISTICS OF CSC STAFF (PRAIRIE REGION)

PLEASE PLACE THE APPROPRIATE NUMBER IN THE SPACE PROVIDED TO THE LEFT OF THE QUESTION.

_____ 1. What is your present classification?

(1) COF
(2) LUF

_____ 2. How long have you held this classification?

(1) 3 months or less
(2) 4 months to 12 months
(3) 1 year to 2 years
(4) 2 years to 5 years
(5) 5 years to 10 years
(6) more than 10 years

_____ 3. How long have you been employed by the C.S.C.?

(1) 3 months or less
(2) 4 months 12 months
(3) 1 year to 2 years
(4) 2 years to 5 years
(5) 5 years to 10 years
(6) more than 10 years

_____ 4. How old will you be on 01 Jan.81?

_____ 5. Before entering the C.S.C. were you employed:

(1) as a student
(2) by the military
(3) by a police force
(4) by a Prov. Correctional Service
(5) as a tradesman (Journeyman)
(6) as an unskilled or semi skilled worker
(7) as a farmer
(8) as a clerical worker
(9) in sales
(10) other

_____ 6. Please select from the alternatives listed below, that which best describes the highest level of education you have attained.

(1) Grade 6 or less
(2) Grade 7 - 9
(3) Grade 10 or higher, but did not complete secondary schooling
(4) Completed secondary schooling
(5) Some non-university post-secondary education
(6) Completed a non-university post-secondary program
(7) Some university education
(8) Completed a university degree or diploma
(9) Some post-graduate university education

_____ 7. What is your marital status?

(1) Single
(2) Married
(3) Other (divorced, widowed, separated, common-law)

_____ 8. In which institution are you presently employed?

(1) Edmonton
(2) Drumheller
(3) Bowden

Objectives of the C.S.C.

1.	(a)	Yes	( )	No	( )	Undecided	( )
	(b)	Yes	( )	No	( )	Undecided	( )
	(c)	Yes	( )	No	( )	Undecided	( )
2.	(a)	Yes	( )	No	( )	Undecided	( )
	(b)	Yes	( )	No	( )	Undecided	( )
	(c)	Yes	( )	No	( )	Undecided	( )
3.	(a)	Yes	( )	No	( )	Undecided	( )
	(b)	Yes	( )	No	( )	Undecided	( )
	(c)	Yes	( )	No	( )	Undecided	( )
	(d)	Yes	( )	No	( )	Undecided	( )
4.	(a)	Yes	( )	No	( )	Undecided	( )
	(b)	Yes	( )	No	( )	Undecided	( )
	(c)	Yes	( )	No	( )	Undecided	( )
5.	(a)	Yes	( )	No	( )	Undecided	( )
	(b)	Yes	( )	No	( )	Undecided	( )

Appendix A

OBJECTIVES OF CORRECTIONAL SERVICE OF CANADA

1. To manage and administer the sentence imposed by the Court:
   (a) by providing sufficient security to minimize the potential danger of offenders inflicting harm on themselves, the public, staff or other inmates;
   (b) by providing sufficient supervision to minimize the potential danger of offenders under supervision in the community inflicting harm on the public; and,
   (c) by meeting humane, medical and health care requirements of offenders.

2. To provide opportunities to offenders:
   (a) by assisting offenders to develop and adopt acceptable behaviour patterns so that, when released to the community, incidents of criminal behaviour are reduced;
   (b) by encouraging and involving offe ders in education, training, social development and work experience to assist them in becoming productive, responsible citizens integrated into the community; and,
   (c) by creating a physical and social environment conducive to the development of the offenders.

3. To manage the Service efficiently and effectively:

   (a) by acquiring, maintaining and developing well qualified and competent staff;

   (b) by establishing good working conditions for staff;

   (c) by optimizing and controlling available resources and,

   (d) by anticipating and planning for changes.

4. To be perceived as an efficient and effective organization:

   (a) by the general public:

   - by promoting public awareness, understanding and participation in the Correctional Service of Canada.

   (b) by the criminal justice system:

   - by developing programs of consultation and communication with private sector agencies, associations, staff, unions, provinces and other components of the criminal justice system; and,

   (c) by central agencies.

5. To promote and contribute to the development of an effective criminal justice system in Canada:

   (a) through effective relationships with educational and research institutions and organizations; and,

   (b) through effective relationships with research and educational communities.

THE VOCATIONAL PREFERENCE INVENTORY

Developed by John L. Holland, Ph.D.

This is an inventory of your feelings and attitudes about many kinds of work. Fill out your answer sheet by following the directions given below:

1. Show on your answer sheet the occupations which *interest* or *appeal* to you by blackening Y for "Yes."
2. Show the occupations which you *dislike* or find *uninteresting* by blackening N for "No."
3. Make *no marks* when you are undecided about an occupation.

---

1. Criminologist
2. Private Investigator
3. Restaurant Worker
4. Detective
5. Photoengraver
6. Truck Gardener
7. Physical Education Teacher
8. Humorist
9. Photographer
10. Diplomat

11. Airplane Mechanic
12. Meteorologist
13. Sociologist
14. Bookkeeper
15. Speculator
16. Poet
17. Deep Sea Diver
18. Stock Clerk
19. Dramatic Coach
20. Lawyer

21. Fish and Wildlife Specialist
22. Biologist
23. High School Teacher
24. Business Teacher
25. Buyer
26. Symphony Conductor
27. Wrecker (Building)
28. Veterinarian
29. Elementary School Teacher
30. Physician

31. Auto Mechanic
32. Astronomer
33. Juvenile Delinquency Expert
34. Budget Reviewer
35. Advertising Executive
36. Musician
37. Prizefighter
38. Post Office Clerk
39. Experimental Laboratory Engineer
40. Bartender

41. Carpenter
42. Medical Laboratory Technician
43. Speech Therapist
44. Certified Public Accountant
45. Manufacturer's Representative
46. Author
47. Firefighter
48. Airline Ticket Agent
49. Entertainer
50. Novelist

51. Power Shovel Operator
52. Anthropologist
53. Marriage Counselor
54. Credit Investigator
55. Television Producer
56. Commercial Artist
57. Wild Animal Trainer
58. Administrative Assistant
59. Physical Therapist
60. Cashier

61. Surveyor
62. Zoologist
63. School Principal
64. Court Stenographer
65. Hotel Manager
66. Free-Lance Writer
67. Stunt Man/Stunt Woman (Movies)
68. Route Salesperson
69. Professional Athlete
70. Flight Attendant

71. Construction Inspector
72. Chemist
73. Playground Director
74. Bank Teller
75. Business Executive
76. Musical Arranger
77. Jockey
78. Interior Decorator
79. Airplane Pilot
80. Banker

(Continued)

THE VOCATIONAL PREFERENCE INVENTORY (Continued)

81. Radio Operator
82. Independent Research Scientist
83. Clinical Psychologist
84. Tax Expert
85. Restaurant Manager
86. Journalist
87. Motorcycle Driver
88. Department Store Manager
89. Referee (Sporting Events)
90. Mail Carrier

91. Filling Station Worker
92. Writer of Scientific Articles
93. Social Science Teacher
94. Inventory Controller
95. Master of Ceremonies
96. Portrait Artist
97. Blaster (Dynamiter)
98. Police Officer
99. English Teacher
100. U.N. Official

101. Tree Surgeon
102. Editor of a Scientific Journal
103. Director of Welfare Agency
104. IBM Equipment Operator
105. Salesperson
106. Concert Singer
107. F.B.I. Agent
108. Probation Agent
109. Astronaut
110. College Professor

111. Long Distance Bus Driver
112. Geologist
113. Youth Camp Director
114. Financial Analyst
115. Real Estate Salesperson
116. Composer
117. Mountain Climber
118. Cook/Chef
119. Stage Director
120. Ticket Agent

121. Locomotive Engineer
122. Botanist
123. Personal Counselor
124. Cost Estimator
125. Publicity Director
126. Sculptor/Sculptress
127. Explorer
128. Nursery School Teacher
129. Quality Control Expert
130. Judge

131. Machinist
132. Scientific Research Worker
133. Psychiatric Case Worker
134. Payroll Clerk
135. Sports Promoter
136. Playwright
137. Test Pilot
138. Computer Programmer
139. Clothing Designer
140. Truck Driver

141. Electrician
142. Physicist
143. Vocational Counselor
144. Bank Examiner
145. Sales Manager
146. Cartoonist
147. Racing Car Driver
148. Forester
149. Social Worker
150. Sales Clerk

151. Funeral Director
152. Mind Reader
153. Architect
154. Shipping & Receiving Clerk
155. Criminal Psychologist
156. Insurance Clerk
157. Barber
158. Bill Collector
159. Ward Attendant
160. Masseur/Masseuse

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VOCATIONAL PREFERENCE INVENTORY *by John L. Holland*

ID No. _____

Name _____ Sex _____ Age _____ Date _____

Occupation _____ Major Field _____

1	2	3	4	5	6	7	8	9	10 Inf.	11 Ac

Blacken "Y" for Yes, "N" for No. For example: ● or ●

1 Y N	11 Y N	21 Y N	31 Y N	41 Y N	51 Y N	61 Y N	71 Y N	81 Y N	91 Y N	101 Y N	111 Y N	121 Y N	131 Y N	141 Y N	151 Y N
2 Y N	12 Y N	22 Y N	32 Y N	42 Y N	52 Y N	62 Y N	72 Y N	82 Y N	92 Y N	102 Y N	112 Y N	122 Y N	132 Y N	142 Y N	152 Y N
3 Y N	13 Y N	23 Y N	33 Y N	43 Y N	53 Y N	63 Y N	73 Y N	83 Y N	93 Y N	103 Y N	113 Y N	123 Y N	133 Y N	143 Y N	153 Y N
4 Y N	14 Y N	24 Y N	34 Y N	44 Y N	54 Y N	64 Y N	74 Y N	84 Y N	94 Y N	104 Y N	114 Y N	124 Y N	134 Y N	144 Y N	154 Y N
5 Y N	15 Y N	25 Y N	35 Y N	45 Y N	55 Y N	65 Y N	75 Y N	85 Y N	95 Y N	105 Y N	115 Y N	125 Y N	135 Y N	145 Y N	155 Y N
6 Y N	16 Y N	26 Y N	36 Y N	46 Y N	56 Y N	66 Y N	76 Y N	86 Y N	96 Y N	106 Y N	116 Y N	126 Y N	136 Y N	146 Y N	156 Y N
7 Y N	17 Y N	27 Y N	37 Y N	47 Y N	57 Y N	67 Y N	77 Y N	87 Y N	97 Y N	107 Y N	117 Y N	127 Y N	137 Y N	147 Y N	157 Y N
8 Y N	18 Y N	28 Y N	38 Y N	48 Y N	58 Y N	68 Y N	78 Y N	88 Y N	98 Y N	108 Y N	118 Y N	128 Y N	138 Y N	148 Y N	158 Y N
9 Y N	19 Y N	29 Y N	39 Y N	49 Y N	59 Y N	69 Y N	79 Y N	89 Y N	99 Y N	109 Y N	119 Y N	129 Y N	139 Y N	149 Y N	159 Y N
10 Y N	20 Y N	30 Y N	40 Y N	50 Y N	60 Y N	70 Y N	80 Y N	90 Y N	100 Y N	110 Y N	120 Y N	130 Y N	140 Y N	150 Y N	160 Y N

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NOTE:

Pages 181 to 189 have been removed from this copy as the writer was unable to secure permission from The Psychological Corporation, New York, N.Y. to reproduce the Edwards Personal Preference Schedule. However, the EPPS is available in Canada from the Institute of Psychological Research Inc. Montreal, Quebec.

APPENDIX F

CODING OF COLLECTED DATA

Coding of Collected Data

Card Number: (000)

Space 1-3

Job Classification:

Space 5

(1) COF
(3) LUF

Time in Present Classification:

Space 5

(1) 3 months or less
(2) 4 - 12 months
(3) 1 - 2 years
(4) 2 - 5 years
(5) 5 - 10 years
(6) 10 + years

Time in CSC:

Space 6

(1) 3 months or less
(2) 4 - 12 months
(3) 1 - 2 years
(4) 2 - 5 years
(5) 5 - 10 years
(6) 10 + years

Age:

Space 7, 8 (00)

Previous Employment:

Space 9, 10

(01) student
(02) military
(03) police
(04) Prov. Corr. Serv.
(05) tradesman
(06) unskilled worker
(07) farmer
(08) clerical
(09) sales
(10) other

Education:

Space 11

(1) grade 6 or less
(2) grade 7 - 9
(3) grade 10 or higher but did not complete secondary schooling
(4) complete high school
(5) some non-university post-secondary education
(6) complete a non-university post-secondary programme
(7) some university
(8) complete university degree
(9) some graduate work or complete post-graduate degree

Marital Status:

Space 12

(1) single; (2) married; (3) other

Institution Presently Employed at:

Space 13

(1) Edmonton
(2) Drumheller
(3) Bowden

Objectives of CSC:

Spaces 14 - 28

(1) yes
(2) undecided
(3) no

VPI:

Spaces 29 - 50

(00) Realistic
(00) Intellectual
(00) Social
(00) Conventional
(00) Enterprising
(00) Artistic
(00) Self-Control
(00) Masculinity
(00) Status
(00) Infrequency
(00) Acquiescence

EPPS:

Spaces 51 - 80

(00) achievement
(00) deference
(00) order
(00) exhibition
(00) autonomy
(00) affiliation
(00) intraception
(00) succorance
(00) dominance
(00) abasement
(00) nurturance
(00) change
(00) endurance
(00) hetero-sexuality
(00) aggression

APPENDIX G

LIMITING THE NUMBER OF COMPARISONS AND SUPPORTING TABLES

LIMITING THE NUMBER OF COMPARISONS & SUPPORTING TABLES

Table A contains a comparison of correlation coefficients of CX respondants for time in classification, time in service, age and education. There is an obvious positive correlation to be found in: 1(a) between time in Classification, time in Service and age: By providing sufficient security to minimize the potential danger of offenders inflicting harm on themselves, the public, staff, or other inmates. The same is true for 5(a) and (b) for time in Classification and time in Service: Through effective relationships with educational and research institutions and organizations; and, through effective relationships with research and educational communities.

Table B provides the same information for LU respndants. Here trends were more clear with correlations for 1(a) under all four headings and 5(b). However, perhaps the most important observation to be drawn from these tables was the consistently positive relationship or consistently negative relationship under the heading other than education, where, with few exceptions, the relationship was negative.

In other words the more education the individual Correctional Officer possesses, the lower his level of acceptance of Objectives of the C.S.C. On the other hand, with some exceptions the longer the time in Classification,

time in Service, and the higher the age level, the greater the acceptance.

TABLE A

COMPARISON OF CORRELATION COEFFICIENTS OF CX TIME IN CLASSIFICATION, TIME IN SERVICE, AGE AND EDUCATION BY OBJECTIVES OF CSC

Objectives	Time in Class		Time in Service		Age		Education	
	N	r	N	r	N	r	N	r
1. (a)	138	0.011	138	0.039	136	0.050	138	0.024
(b)	123	0.333**	123	0.304**	122	0.195*	123	-0.112
(c)	122	0.023	122	0.011	121	0.188*	122	-0.250
2. (a)	129	-0.156*	129	-0.163*	127	-0.119	129	0.058
(b)	132	0.005	132	-0.003	132	-0.008	132	-0.074
(c)	120	0.156*	120	0.121	119	0.086	120	-0.092
3. (a)	139	0.157*	139	0.137	137	0.160*	139	0.013
(b)	123	0.041	123	0.022	122	0.136	123	-0.138
(c)	124	0.027	124	0.056	123	0.079	124	-0.231**
(d)	123	0.070	123	0.064	122	0.023	123	-0.200*
4. (a)	137	-0.057	137	-0.082	135	0.059	137	-0.089
(b)	123	0.109	123	0.090	122	-0.043	123	0.021
(c)	119	0.014	119	-0.018	118	0.121	119	-0.032
5. (a)	139	0.282**	139	0.248**	137	0.131	139	-0.106
(b)	124	0.205*	124	0.177*	123	0.129	124	-0.138

TABLE B

COMPARISON OF CORRELATION COEFFICIENTS OF LU STAFF TIME IN CLASSIFICATION, TIME IN SERVICE, AGE AND EDUCATION BY OBJECTIVES OF C.S.C.

Objectives	Time in Class		Time in Service		Age		Education	
	N	r	N	r	N	r	N	r
1.(a)	110	0.014	110	-0.029	106	0.127	110	-0.009
(b)	105	-0.029	105	0.056	101	0.040	105	-0.134
(c)	105	0.240**	105	0.280**	101	0.236**	105	-0.248**
2.(a)	106	-0.057	106	-0.028	102	-0.009	106	-0.055
(b)	110	0.056	110	-0.012	106	0.040	110	-0.063
(c)	105	0.073	105	0.186*	101	0.101	105	-0.233**
3.(a)	110	-0.011	110	0.000	106	-0.057	110	-0.066
(b)	106	0.144	106	0.154	102	0.022	106	-0.103
(c)	107	0.046	107	0.073	103	0.050	107	-0.078
(d)	105	0.150	105	0.205*	101	0.050	105	-0.146
4.(a)	108	-0.051	108	-0.060	104	0.001	108	-0.044
(b)	108	-0.029	108	0.063	104	-0.039	108	-0.116
(c)	106	0.107	106	0.089	102	0.106	106	-0.258**
5.(a)	108	0.157	108	0.169*	104	0.016	108	-0.112
(b)	109	0.257**	109	0.248**	105	0.280**	109	-0.170*

Tables C and D do not lend themselves to a vertical comparison because, based on past experience most observers would tend to associate higher education levels with higher Intellectual interest, at the same time associate highly structured, somewhat narrow minded Realistic with lower educational levels. Therefore, vertical comparisons must take intou account these inevitable vacillations from positive to negative and back again. Horizontal comparisons were more productive with the majority of VPI Scale being either positive or negative through time in Classification, time in Service, and age. This trend was most obvious in both CX and LU groups for Realistic, Social, Status, and Infrequency.

Finally, tables E and F show the correlations between CX and LU groups and the variables of the EPPS. Again, the vertical comparison was useless, but the horizontal showed the same consistency in plus or minus values other than for education. On the other hand, only Order was significant in both comparisons.

Armed with the foregoing, a decision was made to concentrate on: time in the C.S.C. and education as being the potentially most productive relationships to submit to further analysis.

TABLE C

COMPARISON OF CORRELATION COEFFICIENTS OF
CX STAFF TIME IN CLASSIFICATION, TIME IN SERVICE,
AGE AND EDUCATION FOR VPI

Scales	Time in Class N = 142 r	Time in Service N = 142 r	Age N = 140 r	Education N = 142 r
Realistic	0.154*	0.176*	0.087	-0.185*
Intellectual	-0.131	-0.119	0.005	0.158*
Social	-0.293**	-0.275**	-0.125	0.195**
Conventional	0.085	0.128	0.159*	-0.041
Enterprising	-0.059	-0.042	-0.039	0.077
Artistic	-0.074	-0.064	-0.114	0.146*
Self Control	0.131	0.125	0.368**	0.054
Masculinity	0.120	0.097	0.003	-0.048
Status	-0.207**	-0.235**	-0.207**	0.162*
Infrequency	0.280**	0.311**	0.388**	-0.027
Acquiescence	-0.136	-0.105	-0.158*	0.190*

TABLE D.

COMPARISON OF CORRELATION COEFFICIENTS OF LU STAFF TIME IN CLASSIFICATION, TIME IN SERVICE, AGE AND EDUCATION BY VPI

Scales	Time in Class N = 113 r	Time in Service N = 113 r	Age N = 109 r	Education N = 113 r
Realistic	0.159*	0.239**	0.273**	-0.256**
Intellectual	-0.142	-0.088	-0.035	0.244**
Social	-0.331**	-0.351**	-0.096	0.282**
Conventional	0.068	0.145	0.109	-0.157*
Enterprising	0.007	-0.008	0.144	-0.082
Artistic	-0.164*	-0.169*	0.004	0.210*
Self Control	0.007	0.011	0.141	-0.013
Masculinity	0.138	0.062	0.010	-0.135
Status	-0.316**	-0.384**	-0.148	0.519**
Infrequency	0.308**	0.363**	0.230**	-0.268**
Acquiescence	-0.172	-0.107	-0.113	0.179*

TABLE E

COMPARISON OF CORRELATION COEFFICIENTS OF CX STAFF TIME IN CLASSIFICATION, TIME IN SERVICE AND EDUCATION BY EPPS

Variable	Time in Class N = 113 r	Time in Service N = 113 r	Age N = 111 r	Education N = 113 r
Achievement	0.110	0.105	0.182*	-0.012
Deference	0.058	0.102	0.230**	-0.247**
Order	0.183*	0.228**	0.321**	-0.229**
Exhibition	-0.032	-0.051	-0.065	0.166*
Autonomy	0.166*	0.122	0.073	0.096
Affiliation	0.019	0.017	0.007	-0.044
Intraception	-0.320**	-0.287**	-0.199*	0.062
Succorance	-0.110	-0.111	-0.129	0.128
Dominance	0.080	0.033	0.166*	0.030
Abasement	-0.304**	-0.254**	-0.277**	-0.005
Nurturance	-0.070	-0.095	-0.140	0.079
Change	0.081	0.100	0.080	0.156*
Endurance	-0.109	-0.083	-0.016	-0.207*
Heterosexuality	0.072	0.024	-0.198*	0.020
Aggression	0.068	0.074	-0.084	0.158*

TABLE F

COMPARISON OF CORRELATION COEFFICIENTS OF LU STAFF TIME IN CLASSIFICATION, TIME IN SERVICE, AGE AND EDUCATION BY EPPS

Variable	Time in Class N = 85 r	Time in Service N = 85 r	Age N = 82 r	Education N = 85 r
Achievement	0.021	-0.039	0.028	0.259**
Deference	0.221*	0.209*	0.283**	-0.092
Order	0.141	0.181*	0.228*	-0.244*
Exhibition	0.028	-0.025	0.008	0.190*
Autonomy	0.030	0.034	-0.024	-0.075
Affiliation	-0.050	-0.130	-0.098	0.076
Intraception	-0.129	-0.160	-0.063	0.278**
Succorance	-0.025	-0.013	-0.096	-0.098
Dominance	-0.097	-0.127	0.069	0.078
Abasement	0.093	0.198*	0.018	-0.320**
Nurturance	-0.051	-0.106	-0.131	0.066
Change	-0.300**	-0.304**	-0.165	0.117
Endurance	0.092	0.117	0.183*	-0.087
Heterosexuality	0.018	0.062	-0.099	-0.001
Aggression	-0.025	-0.007	-0.134	-0.032